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"Success in Teacher Education"

A comparative study of the factors affecting student success in teacher education programmes conducted through distance mode.

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Abstract

This thesis seeks to identify factors which affect 'self-perceived success' among graduate teachers taking courses at a distance and to apply the findings to the development of a Sri Lankan distance taught teacher education programme.

Interviews with eight part-time PGCE students (UK) and discussions with the PGCE and OUUK course co-ordinators together with knowledge of Sri Lankan situation helped the development of two questionnaires (Teacher Education Questionnaire I for students and II for tutors). Data were collected from the 564 OUSL (PGDE) , 209 OUUK (Advanced Diploma) and 57 part-time PGCE students and five tutors from each of the three programmes.

A series of factor analyses of 28 'agree- disagree' statements for the OVERALL and the OUSL and OUUK samples separately produced similar results and allowed common scores to be calculated. These scores, together with data from other items were then grouped into seven sets. Each set represented a possible area of influence on 'self-perceived success'. Discriminant analysis was used to establish the major differences between the OUUK and OUSL student populations. The two populations only differed in terms of support systems developed by the two institutions (OUUK and OUSL). Both factor and discriminant analyses provided evidence that the development of a common model was possible in the understanding of 'self-perceived success' (represented by items measuring *overall satisfaction*, *course will give skills*, *confident about passing* and *satisfaction with progress*) among teachers taking courses at a distance. Then, the seven sets were submitted to a series of stepwise regression analyses to identify their importance in predicting 'self-perceived success'. The order in which the seven sets of variables were entered into the regression equation is as follows:

- (1) Self-related Demographics
- (2) Family Factors
- (2) School-related Variables
- (4) Study Time and Style of Study
- (5) Course-related Variables
- (6) Contact with Fellow Students
- (7) Contact with Tutor.

The results demonstrated that all the seven sets of variables had a role to play in predicting 'self-perceived success' with Course-related Variables playing the strongest part. 'High transfer to practice', 'workload, level and methods suits' and 'important to pass' were the best single predictors of 'self-perceived success' but some variables related to tutor contact, contact with fellow students, school, family and self and study methods also significantly contributed either in the regression process (process model) or at the final stage of the analysis (final model).

Separate analyses for the OUUK and OUSL samples confirmed that seven sets of variables counted in both populations. The contributions made by non-course factors in explaining 'self-perceived success' were more pronounced in the OUSL than in the OUUK regression. Finally, on the basis of the major findings of the study, suggestions for changes to the Sri Lankan PGDE programme are made. It is suggested that 'self-perceived success' of the PGDE students can be strengthened by various means , including improving the applicability of the course, strengthening support for Teaching Practice, promoting more and better student-tutor contact and student-student contact and also, improving OUSL- school contact.

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Contents

Pages

Chapter 1. Background to the research

1.1.	Introduction	1
1.2.	Teacher education at a distance in Sri Lanka	2
1.3.	A brief introduction to the PGDE programme of the OUSL	6
1.4.	Limitations of the PGDE programme	8
1.5.	Directions of the study	15

Chapter 2. Training teachers at a distance

2.1.	Introduction	17
2.2.	The role of the teacher : a background to training	17
2.3.	Teacher training /education in developing countries	19
2.4.	Distance education as an alternative to college-based training	21
2.5.	Three examples of teacher education programmes conducted through distance mode	25
2.6.	Promises vs realities	32
2.7.	Summary	36

Chapter 3. Literature review: student success

3.1.	Introduction	37
3.2.	Conceptual/theoretical models related to teacher education	39
3.3.	Dropout models	42
3.4.	Identification of indicators of student success of the teacher trainees/student teachers	50
3.5.	Summary	66

Chapter 4. The research problem and research methodology

4.1.	Introduction to the research problem	69
4.2.	The characteristics of the three teacher education programmes	72
4.3.	Primary decisions about data collection methods and sampling	75
4.3.	Pilot study - In-depth interviews	77
4.4.	Survey study - Teacher education questionnaire I and II	80
4.5.	Statistical procedures for data analysis	89
4.6.	Summary	91

Chapter 5. Stages in the development of the model

5.1.	Introduction	93
5.2.	Identification of the nature of respondents and perceptions of success	93
5.3.	The structure of attitudes and values of Sri Lankan and UK students and construction of scales	100
5.4.	Decisions about variables to be investigated in the model	102
5.5.	Investigation of differences between OUSL and OUUK students in terms of the variables identified	113
5.6.	Development of a model of 'self-perceived success'	116
5.7.	Working hypotheses	119

Chapter 6. Results

6.1.	Introduction	121
Part I	Role of course, tutor and environmental variables in success: the regression analyses	
6.2.	Organisation of results	121
6.3.	Prediction of <i>overall satisfaction</i>	122
6.4.	Prediction of <i>course will give skills</i>	128
6.5.	Prediction of <i>confident about passing</i>	134
6.6.	Prediction of <i>satisfaction with progress</i>	140
6.7.	Synthesis	145
Part II	Themes in the open-ended comments: a check on regression results	
6.8.	Analyses of field of student comments and tutor comments	149
6.9.	Student comments on the existing conditions and future developments of the PGDE programme.	154
6.10.	Summary	158

Chapter 7. Discussion

7.1.	Introduction	161
Part I	Relative importance of variables contributing to success	
7.2.	Discussion about major findings	161
7.3.	Course-related Variables	163
7.4.	Contact with Tutor	168
7.5.	Contact with Fellow Students	171
7.6.	School-related Variables	172

7.7.	Family Factors	172
7.8.	Self-related Demographics	173
7.9.	Study Time and Style of Study	174
Part II	Discussion of OUUK and OUSL results and implications for OUSL developments	
7.10.	Similarities and differences between the OUUK and OUSL student populations	175
7.11.	Possible directions for the future development of the PGDE programme of the OUSL	184
7.12.	An overview of major findings	190
Chapter 8.	Summary and implications for the OUSL	
8.1.	Summary and conclusions of the research	193
8.2.	Implications for the changes to the Sri Lankan (PGDE) programme	200

Footnotes	207
References	209
Appendices	229

Appendix 1	Interview schedule - pilot study
Appendix 2	Summary of interview data (Figure 1 to 8)
Appendix 3	Teacher Education Questionnaire I
Appendix 4	Teacher Education Questionnaire II
Appendix 5	Coding sheet used to record OUSL data
Appendix 6	Categories developed for the analyses of student comments (Figures 1-5)
Appendix 7	Category description (Figures 1-6)
Appendix 8	List of variables used in the data analyses
Appendix 9	Results for the Principal Component Analyses (Tables 1-3)
Appendix 10	Rotated Factor Matrix: After discarding factor loadings lower than .30 (Tables 1-3)
Appendix 11	Student views of their course: frequencies distributions for OVERALL, OUSL, OUUK and PGCE samples (Tables 1- 6)
Appendix 12	Student views of their course: frequencies distributions (graphical presentation) for OVERALL sample, Figures 1-5
Appendix 13	Looking at students and courses from the tutors point of view: tutor comments on the Teacher Education Questionnaire II
Appendix 14	PGDE programme as perceived by the OUSL students: summary of data from eight student interviews
Appendix 15	Analyses of field of OUSL student comments

List of Tables

Table	page
1.1. Teacher population in Sri Lanka in 1979, 1985, 1986	2
1.2. Teachers available and required for Sri Lanka-1984	3
1.3. Distance education institutions involved in teacher training in Sri Lanka	5
1.4. The student enrollment in the Open University of Sri Lanka	8
1.5. Student performance in the PGDE programme from 1985-89	11
1.6. Completers and dropouts of the PGDE programme from 1985-89	13
2.1. Enrolment in the IDE teacher training programme 1984-88	25
2.2. Student performance (IDE Sinhala medium) in the final exam in 1987, 1988	26
4.1. Background characteristics of the interview respondents - age by sex	77
4.2. Background characteristics of the interview respondents - educational qualification by work experience	78
4.3. No. of respondents in the survey study - according to their course	85
4.4. The respondents in the survey study - age by sex	86
5.1. The three respondent groups according to their employment	94
5.2. The three respondent groups according to their qualification	95
5.3. The respondent groups according to their experience in teaching	95
5.4. Respondents agreement with the statement A	96
5.5. Respondents agreement with the statement B	97
5.6. Respondents agreement with the statement C	97
5.7. Meetings with fellow students	98
5.8. Respondents agreement with the statement D	99
5.9. Respondents agreement with the statement E	99
5.10. Factor analysis of 28 variables - factor loadings, eigenvalues, percentage of variance accounted for and n of cases (OVERALL sample)	103

Table	page
5.11. Factor analysis of 28 variables - factor loadings, eigenvalues, percentage of variance accounted for and n of cases (OUSL sample)	104
5.12. Factor analysis of 28 variables - factor loadings, eigenvalues, percentage of variance and n of cases (OUUK sample)	105
5.13. Extent of correct classification of OUUK and OUSL populations : first discriminant analysis	114
5.14. Extent of correct classification of OUUK and OUSL populations: second discriminant analysis	115
5.15. Extent of correct classification of OUUK and OUSL populations: third discriminant analysis	115
6.1. Stepwise regression analyses: Prediction of <i>overall satisfaction</i> (v 75A)	123
6.2. The best predictors of <i>overall satisfaction</i> (v 75 A)	126
6.3. Stepwise regression analysis: Prediction of <i>course will give skills</i> (v70A)	130
6.4. The best predictors of <i>course will give skills</i> (v 70 A)	132
6.5. Stepwise regression analysis: Prediction of <i>confident about passing</i> (v 72A)	135
6.6. The best predictors of <i>confident about passing</i> (v 72A)	137
6.7. Stepwise regression analysis: Prediction of <i>satisfaction with progress</i> (v 69)	141
6.8. The best predictors of <i>satisfaction with progress</i> (v 69)	143
6.9. Summary of regression analyses findings for four dependent variables relating to success	147

List of Figures

Figure	page
2.1. The structure of the IDE teacher training Programme in Sri Lanka	25
2.2. The structure of the ZINTEC	29
2.3. The structure of the ESP	31
4.1 Similarities and differences between the three teacher education programmes	74
4.2. An example of the coding system developed for the open-ended answers in the Teacher Education Questionnaire I	88
4.3. An example of the developed coding system	88
5.1. Common factorial structure of the 28 variables	106
7.1. Ranking of the seven sets of variables in the order of their importance for 'self- perceived success' and their best single predictors	191

Chapter 1

Background to the research

1.1. Introduction

The Open University of Sri Lanka (OUSL) is one of the distance institutions where there is an urgent need to gain an insight into the problematic nature of an existing teacher education programme (Post Graduate Diploma in Education) and the major concerns of the teacher trainees as a special group of distance learners so as to improve the programme as a whole. Bearing in mind the requirements of the OUSL and my experience and particular interest in the field of teacher education as a university lecturer (OUSL), I decided to focus this research on the quality improvement of the PGDE programme.

'Face to Face Component in Distance Education' was the theme of the Fourth Annual Conference of the Asian Association of Open Universities held in Colombo, Sri Lanka in December, 1991. Each and every country participating in this conference acknowledged that face-to-face sessions play an indispensable role in improving the quality of their distance education programmes. This theme represents a trend in distance institutions in developed countries to improve student support through face to face in addition to the non-contiguous form of support (by letter, telephone, through computer and other) and other means of support provided. Considering the above trend, this research seeks to examine whether tutor support is beneficial to teacher trainees/student teachers taking courses at a distance. The role of tutor support with regard to other course-related and environmental variables is considered in the light of developing a success model.

In this first chapter, a general introduction to teacher education in Sri Lanka is presented and the situation in the PGDE programme at the OUSL is discussed.

1.2. Teacher education at a distance in Sri Lanka

Sri Lanka, like many other developing countries, has recruited professionally untrained and/or academically unqualified teachers as a solution to the problems of rapidly expanding education system. According to Table 1.1, in 1979, there were 133,249 teachers in schools in Sri Lanka. 72,707 of them were trained teachers and 20,539 of them were graduate teachers. Nearly 40,003 of the non-graduates (other category) were untrained and had only General Certificate of Education ('A' Level or 'O' Level). Out of graduate teachers, not more than 10 percent had obtained a Bachelor of Education degree and about 4 percent had the Post Graduate Diploma in Education (PGDE). A small number of teachers completed graduation after training at non-graduate level. All the others were untrained.

Teacher population in Sri Lanka in 1979, 1985 and 1986

Year	Total	Graduate teachers	Non Graduate teachers	Others*
1979	133,249	20,539	72,707	40,003
1985	143,314	28,996	82,952	31,368
1986	149,841	33,844	82,245	28,752

* untrained non-graduates

Table 1.1

(source: Distance Education in Asia and Pacific, Vol. II 1986, p 738)

Also increasing demands for more teachers forced the government to recruit more untrained and unqualified teachers. As Table 1.2 shows, in 1984, there was a demand for nearly 20,000 Sinhala graduates (Science, Commerce Arts and Science/Maths), 14,000 English teachers, 49,509 Sinhala Primary teachers and for a substantial number of teachers in other categories.

Teachers available and required for Sri Lanka (1984)
- according to Qualification and Category (Sinhala medium)

Total for Sri Lanka	Graduate				Non Graduates			
	Science	Arts	Comm:	Sc/Maths	English 3-5	English 6-10	Primary	Art
Sinhala Available	2086	18,139	1330	12,828	10,387		38,912	896
Required	2032	4691	989	12,813	7394	6440	49,509	681

continued

Total for Sri Lanka	Non Graduates						
	Music	Dancing	Agri- culture	Home Science	Comm:	Handi- craft	Others
Sinhala Available	1322	1198	2067	2117	1549	389	10,376
Required	1164	1001	1530	1419	859	955	12,708

Table 1.2.

(Source: Sri Lanka, Ministry of Education, An analysis of the teaching
staff requirement of the school system (1984), Colombo)

There was no pre-service training available for either graduates or non-graduates to be qualified as teachers (before the establishment of the Colleges of Education) so each new appointment added a number to the existing backlog of untrained teachers. Also, the involvement of Teachers' Colleges was minimal in clearing the backlog of untrained teachers. As a solution to the existing trained teacher shortage, it was not feasible to expand the existing infrastructure of Teachers Colleges to increase the outcome in large numbers. The government's estimates show that it will need to recruit further 4000 untrained non-graduates each year for at least another decade (Education and Training Sector Study, Sri Lanka, 1989).

Focusing on the demands for graduates, in 1983 and 1984 alone, there was a demand for 5542 graduate teachers in government schools (Education and

Training Sector Study, Sri Lanka, 1989). It could not obviously be met by recruiting graduates who had obtained a Bachelor of Education degree (discontinued in 1985) or a PGDE as the output of conventional universities had been very low (about 600 in each year). While the existing in-service training programmes were becoming increasingly expensive, there seemed to be a growing need to find an alternative to train both graduate and non-graduate teachers in large numbers. Also, economic crisis and the inflation forced the government to look for more economical ways to clear its backlog of untrained teachers. The above situation led the Ministry of Education in Sri Lanka, to embark on a programme of training these teachers through distance education methods. Therefore, the backlog of untrained teachers had become the first target group for distance education.

Distance education was introduced to Sri Lanka as early as 1972, with the establishment of the Correspondence Teacher Education programme for older Primary teachers and the Post Graduate Diploma in Education programme (PGDE) for graduate teachers (Flink and Wangdahl-Flink, 1981) The former programme was discontinued in 1976 after two batches of teachers had completed their training but the latter was continued until 1980 under the supervision of External Services Agency (ESA). Having established the Open University of Sri Lanka (OUSL) in 1980 by incorporating the ESA and Sri Lanka Institute of Distance Education (SLIDE), the PGDE programme was passed on to the OUSL. In addition to the teacher education programme offered by the OUSL, the Institute of Distance Education (earlier Distance Education Unit of the Ministry of Education) of the National Institute of Education (NIE) has been conducting two teacher training courses for non-graduate teachers in collaboration with the Swedish International Development Authority (SIDA) and the Swedish Company Liber Hermods¹ . The Institute of the Teacher Education, one of the other institutes comprising the NIE, is the latest distance institution to join the field of teacher education. In 1986, it has started a one year Post Graduate Certificate in Education programme (PGCE) for graduates who have completed three years of service. It was aimed to be equivalent to the

was aimed to be equivalent to the OUSL programme but due to many criticisms, it is converted into a two- year programme one year later. The Table 1.3 summarises the distance institutions involved in teacher training, the programmes they offered and their annual student intakes.

Distance education institutions involved in teacher training in Sri Lanka

Name of the institution	Course	Nature of the course	Yearly intake
1. Open University	PGDE	Two year course in Education for graduate teachers	1000
2. Inst. of Teacher Education (NIE*)	PGCE	Two year course in Education for graduate teachers	1000
3. Inst. of Distance Education (NIE)	Primary/Sc/ Maths	Three year course Training Certifi: for unqualified teachers	3000

(* National Institute of Education)

Table 1.3.

Teachers' Colleges and Colleges of Education (non-graduate) as well as conventional universities (graduate) are still involved in conducting teacher education programmes on a full-time basis but their capacities are limited. Therefore the Ministry of Education in Sri Lanka tend to rely on distance institutions to clear the backlog of untrained and unqualified teachers. Teachers who have family commitments and who work in rural schools try to earn their qualifications training at a distance. The student enrollment in distance programmes has increased during the last ten years and a considerable improvement in the provision of training could be identified. As Table 1.1. indicates, in 1986, only 28,752 teachers remained in the untrained non-graduate category comparing with the 40,003 teachers in 1979. However, the capacity of the programme was not sufficient enough to clear the backlog of untrained teachers.

Ministry of Education in Sri Lanka is still trying to clear its backlog of untrained and unqualified teachers and the problem of qualified teacher shortage also remains. It was expected that the enrollment in the distance education programmes could be improved so as to meet the increasing demands of the education system but this attempt has failed (a full discussion can be found in the next section of this chapter and also in the Second chapter). The effectiveness of the existing distance education programmes is also subjected to criticism. In a comparative study of some of the Sri Lankan and Indonesian distance education programmes with conventional teacher training programmes, Nielsen, Tatto and others concluded "distance education, which is largely built upon self-instruction is not as effective as conveying skills as it is in providing knowledge and information.Skill acquisition is more difficult through self-instruction, since it requires exercises and practice and preferably, live feedback" (Nielsen, Tatto and others, 1991, p 27). Also, teacher trainees are not pleased with the poor quality material (only print) and with the inadequate student support system available (Dock, Duncan and Kotalawale, 1988). These institutions neither have facilities nor trained personal for using industrialised form of teaching methods to bridge the gap between teacher and learner. So there seems to be a growing need to maintain the face-to-face component as the only possible support mechanism in teacher education programmes conducted through distance.

1.3. A brief introduction to the PGDE programme of the OUSL

As the oldest and most established distance institution in Sri Lanka, the OUSL has been playing a prominent role in the field of teacher education since 1980. It offers a two-year PGDE programme for graduate teachers in collaboration with the Ministry of Education of Sri Lanka. This programme is aimed at providing a professional training in education for graduate teachers employed in government schools, pirivenas², private schools and Teachers' Colleges. The selection to the programme is based upon teacher's seniority and marks obtained in the qualifying test. After enrolling in the programme, students

(graduate teachers) study four subjects (provided as four modules) in each academic year. Those who have completed the relevant assignments and written papers satisfactorily in the first academic year are eligible to proceed to the second academic year. The subjects offered in the programme are as follows:

1st year subjects	2 nd year subjects
1. Educational Psychology	5. Techniques of teaching
2. Principles of Education	6. Comparative education and Educational problems
3. Assessment of learning outcomes	7. School, Curriculum and society
4. Student Adjustment and Counselling	8. Educational Administration and Management

Teaching Practice, which is arranged under the supervision of a Master teacher for 8-10 weeks, at the end of their second academic year, is an important feature of the programme. This is the only opportunity (formal) that the students have to maintain a close relationship with an experienced teacher (Master teacher). After the satisfactory completion of assignments, written examination and teaching practice the students are awarded the diploma.

The main media of imparting instruction is through correspondence material combined with the periodical day schools. Normally one-day day school for each subject (8 for the whole course) is organized and held in their regional centres during a weekend or a school holiday but attendance at day schools is not compulsory. Students participate in large groups (nearly 75 in one group) for the day school that take (mostly) the form of lectures. The mail is the sole channel of communication between students and the institution so in order to avoid unnecessary delays, students are encouraged to come to their regional centres or to the main office (Colombo) to discuss their problems.

Student enrolment in the PGDE programme differs from year to year. As Table 1.4 shows, the student enrolment almost doubled in 1978/88 academic year but

a sudden decline in the student intake can be identified in 1989/90. Since 1980, nearly 5000 graduate teachers have completed their PGDE with the OUSL.

**The student enrolment in the Open University of Sri Lanka -
from 1985/86 to 1988/89**

Academic Year	1st year students	2nd year students	Total
1985/86	713	739	1482
1986/87	634	705	1339
1987/88	2263	700	2963
1988/89	604	2123	2727
1989/90	1311	520	1731

Table 1. 4

(source: the OUSL records, 1991)

The main responsibilities of the PGDE programme rest with the Education Unit but Examination, Continuous Assessment, Registration and Regional Services Units are also involved in the process. Having recruited a limited number of professionals as internal staff, the Education Unit heavily depends on the services provided by the academics of the conventional universities.

1.4. Limitations of the PGDE programme

The OUSL has been conducting the PGDE programme for almost 11 years. In each academic year, a substantial number of graduate teachers complete their Post Graduate Diploma with the OUSL. It is true that the distance learning programmes are beneficial to the people who have family and work commitments (Brophy and Dudley, 1982, Coldevin and Naidu, 1989, Perraton, 1984, Kinyanjui, 1974). The problem which is central to all teacher education programmes conducted through distance mode is whether teaching skills could be delivered through distance methods. However, there are some limitations in the PGDE programme which are unique to the OUSL context.

High student intake

Table 1.4 shows the student enrolment in the PGDE programme from 1985/86 to 1988/1989. In 1987/88 and 1989/90 academic years, a sudden increase in the student enrolment can be identified but this situation increased the problematic nature of the programme. In my experience as an internal member of staff of the OUSL, attending to students' problems, organizing day schools, marking assignments and exam papers, recruiting master teachers and providing personal supervision for teaching practice, assessing teaching practice by a university supervisor and finding schools for this final assessment were some of the main problems that the Education Unit of the OUSL was faced with. The recruitment of 2263 students in 1987/88 forced the OUSL to change its examination regulations and to permit all the first year students to proceed to the second year irrespective of their performance in the first year exam and satisfactory completion of continuous assignments. The OUSL has been under pressure to increase student enrollment in the PGDE programme as a way of clearing the backlog of untrained graduate teachers but the above example shows its inability to tackle a large number of students. Therefore, as Arger's (1990) argues in relation to some other programmes, it can be argued that the promise of mass opportunity for teacher training is still an unachieved goal for the OUSL.

Undeveloped student support system

The graduate teachers who form the target audience of the PGDE programme continue their studies while being employed in schools, Teachers' Colleges or Technical Institutes. Many have additional responsibilities to perform as head teachers, deputy head teachers, head of the department, student counsellors etc. Their family responsibilities and work commitments compete with their studies. Even though their working environment provides the necessary infrastructure for their learning-teaching experiences, integrating theory with practice would be difficult as they are not supported by a personal tutor.

Many students are uncertain about whom to contact in order to seek personal advice and guidance when they experience difficulties because no one in the system performs the role of a counsellor. They always demand more tutorials, day schools and close contact with their lecturers (who perform tutor's role) with the intention of getting more opportunities to discuss their practical problems. In a country paper on 'Distance education in Sri Lanka' submitted for the round table conference on Distance education for South Asian Countries' in 1989, it was stated that "requirements for better student facilities, need to organise more student activities, need to provide more feed back on assignments and greater opportunities to discuss learning problems with the academic staff are some of the perceived needs of the OU (SL) students" (p 6).

The need to strengthen the tutor - student relationship appears to be the major need among students. In a survey on "Educational needs and problems of distance learning students in Sri Lanka" (Wijeratne, 1988) the continuing students requested more day schools. Wickramaratne (1991), one of the co-ordinators of the PGDE programme in the OUSL, also highlights the same idea that " The academic experience offered to them at the limited number of face-to-face sessions is not at all adequate to ensure effective learning. Successful mastery of knowledge and skills and the inculcation of favourable attitudes ...demand interaction between students and the staff " (p 5). Having recruited a large number of students (1000) they get little opportunity either to interact with their lecturers (tutors) or to get personalized support for developing necessary professional skills. The specific features of the PGDE programme and needs of its student population call for a change in the student support system. As a solution to this problem Wickramaratne (1991) urges the necessity of introducing a tutor- counsellor role that combines the role of the tutor and the counsellor.

Low quality correspondence tuition

Face-to-face tuition is the only means of personal contact in the PGDE programme. Both the academic staff of the OUSL and the academics of other conventional universities participate in this process. Due to lack of facilities in regional centres and large number of student intakes, these tutorials mostly take the form of lectures. Students (teachers) hardly get a chance to discuss their practical problems either with the lecturers or with their fellow students so they demand more tutorials in small groups. In a study, Wijeratne (1988) found that teachers enrolled in the PGDE programme were in favour of face-to-face tutorials. Personal supervision for Teaching Practice is provided at the end of second academic year though students expect more academic support through out the course.

Course assignments play a vital role in assessing student progress but it seems unlikely that they have been used as a way of maintaining a continuous dialogue between lecturers and students. Because of the large numbers involved in the programme, provision of feedback for each and every assignment is impossible. Students get their assignments back with a grade and possibly with a model answer. No one is responsible for monitoring students' progress. High turn-round time and discrepancies between marking examiners also led to many criticisms.

Dropout/Failure rates:

Student performance in the PGDE programme (1985 - 89)

Academic year	Student enrolment (1st & 2nd year)	Dip: Awarded/ 1st year completed	Pass rate
1985/86	1482	1162	78%
1986/87	1339	1159	81%
1987/88	2963	2353	78%
1988/89	2727	2367	81%

Table 1.5

(source: the OUSL records , 1991)

As can be seen in Table 1.5, the pass rates of the PGDE programme are very impressive. Failure rates were under 25 percent in the given four academic years. If a well-developed student support system were to exist, these rates would be much smaller. Even though failures have been very small in number, they demand more attention than the others. According to the existing arrangements they are not provided with the opportunities to attend day schools and to get a merit or distinction pass for their diploma. They must complete necessary assignments and study alone to get satisfactory marks in the next examination. Therefore it is less likely that these students will succeed in their next trial without receiving additional support and necessary encouragement from a personalized tutor or counsellor. This situation increases the problematic nature of the programme thereby making innovative changes unattainable. For instance, in the last few years, the Education Unit of the OUSL has been preparing at least two versions (New, Old) of assignments and examination papers and following different rules and regulations (e.g. if the marking system has been changed) that suit different syllabuses. Therefore making changes in the curriculum, introducing new rules and regulations (etc) have always been very slow.

Focusing on drop-out rates, the general impression is that the teacher education programmes conducted through distance mode have a small dropout rate relative to other distance education programmes. To get a clear understanding about the real dropouts from the PGDE programme, it is necessary to conduct a longitudinal study on an individual basis. Due to practical difficulties in finding necessary data, I had to rely on information available at the OUSL. As the Table 1.6 illustrates, some students who have failed the examination neither take action to renew their re-registration (pay registration fee) nor to complete the diploma.

Completers and dropouts of the PGDE programme (1985-89)

Year	1st year enroled	1st year pass	2nd year enroled	Diploma pass
	?	?	?	?
1985/86	743	613	739	549
	*130		*190	
1986/87	662	536	705	593
	*126		*112	
1987/88	294	1747	700	603
	*516		*97	
1988/89	604	503	2123	1721
	*101		*402	

* failures and repeaters

Table 1.6

(Source: The OUSL records 1991)

Having recruited a large number of students in 1987/88 academic year, a decision was taken to allow all students to proceed to the next year irrespective of their satisfactory completion of the first part of the programme. According to Table 1.6, there were 2294 students enroled in the programme in the 1987/88 academic year but only 1747 were able to reach the satisfactory standards at the end of their first year. Even though the failures (516) had been given the opportunity to proceed to the next stage, only 2123 students (out of first year students (2294) and (97) second year failures) enrolled in the second year programme. 268 students were unable to register for the second academic year. Not only in 1987/88 academic year, but also in other years (Table 1.6) a significant number of students in the PGDE programme either tend to withdraw from the course (perhaps to register with another course) or to discontinue their studies at least for a year or two. Therefore it is not reasonable to conclude that the dropout rate in this programme is negligible. A study that explores the reasons for their dropping out could therefore lead to the quality improvement of the PGDE programme.

Low quality of lesson material

The main medium of instruction in the PGDE programme is the printed course material. Even though a small number of general programmes are existent, audio or video cassettes are not used as a direct medium of instruction. According to my experience, students are not pleased with the existing lesson material. These materials are not written in away to suit distance learners or to suit the specific characteristics of a teacher education programme. Integrating theory with practice has always been a problem for many teachers though no attempt has been made to use lesson material as a means of solving this problems. Having had no previous experience in studying at a distance, many students find it difficult to rely on lesson materials which are not user-friendly and self-directed.

Low acceptance for graduates in the market place

All the students enroled in the programme are teachers therefore finding a job is not an immediate concern. In order to be qualified for the salary increments, every graduate teacher should complete the PGDE after five years of teaching service. The Ministry of Education in Sri Lanka imposed this rule to encourage graduate teachers to be better qualified for their roles. Until 1982, these teachers were released from their schools (with pay) to complete the diploma with a conventional university. Due to many problems in this process, the Ministry of Education stopped releasing teachers from their schools. As an alternative, it considers the OUSL course as equivalent to a full-time diploma which means the teachers who complete the PGDE with the OU are entitled to get the same salary as the others. However, many students reported that they had difficulties in convincing necessary authorities about the OUSL programme to get their salary increments.

The teachers who intended to continue their higher studies after the completion of the PGDE also had problems in convincing conventional universities about their OUSL qualifications. As a solution, the OUSL has started a M Phil programme through distance mode but it can only provide a

few places in each year. According to my understanding, many students consider distance education as inferior to full-time education. In addition, poor linkage between schools and the OUSL, less integration between the units (i.e. Education, Continuous assessment, Examination etc) involved in the PGDE programme, inadequate facilities in regional centres are some other problems unique to the OUSL context.

1.5. Directions of the study

From the OUSL's point of view, there is an urgent need to identify the strengths and weaknesses of the programme in order to provide a better service for its clientele. There are three other conventional universities and a distance institution (NIE) which simultaneously conduct PGDE programmes for the same target group. The survival of any of those programmes depends on the quality of the training/education provided.

Also, the OUSL has been under pressure to introduce innovations to its system and to increase the student enrolment in the PGDE programme. As a result of this, many small scale research studies (e.g. students' opinions about the existing modules, student needs) were carried out, suggestions were made on the basis of the findings and minor changes were implemented but none of the research had been concerned with the PGDE programme as a whole. If a full scale research project were to be carried out, the OUSL would be able to find possible ways to increase its student intake and to get the best use of the resources available.

Focusing on students, there is an urgent need to understand their problems and requirements. How far is the PGDE programme able to meet students needs and the requirements of their schools? How can the lesson materials be improved to suit the unique characteristics of teachers and the specific features of the teacher education programmes? How far can the tutor support be

Chapter 1, Background to the research

promoted within the limited infrastructure of the institution? are some other questions which need to be answered.

Therefore considering the requirements of the institution and the students, I decided to conduct a study that might provide an appropriate means of progressing towards a deeper understanding of the strengths and weaknesses of the PGDE programme and the problems of the PGDE students.

Chapter 2

Training teachers at a distance in developing countries

2.1. Introduction

During the last few decades, concern over the quality of public education has become an enduring theme in public debates. Many nations have acknowledged the need for providing the best education for those who are involved in teaching with the idea that "the key to educational quality is the quality of teaching" (Teacher Education in a Changing Society, Commonwealth Secretariat, 1973, p 30). The limitations of traditional teacher training programmes in meeting growing demands both qualitatively and quantitatively necessitate new strategies. Therefore distance education has emerged as a potentially effective and economical way of tackling the current problems in the field of teacher education. In this chapter, the place of distance education in educating/training teachers and its capability of meeting the demands in developing countries will be examined.

2.2. The role of the teacher : a background to training

There is no universally agreed definition about the teacher's role. Different people use the term 'teacher's role' in different ways. Briddle specifies three different concepts that people have referred to when they describe the teacher's role. Some use the term 'teachers role' to indicate teachers' behaviours while some others use it to refer to social position of teachers. The rest conceptualise the expectations that are held for teachers (Briddle, 1985, p 5022). In addition, the continuous enlargement of teacher's role in parallel to the rapid changes happening in the world makes it more difficult for teacher educators to rely on one single definition.

However we define the role of the teacher, the growing tendency is to place it at the heart of the educational system. This is mainly because of the vital role that teachers are expected to play in developing the education system. The growing realization that trained teachers have more positive impact on educational outcomes than untrained teachers (Avalos, 1991, Sujatha, 1988, Dove, 1986) is convincing enough for many governments to give teacher education a high priority. According to Husen, Saha and Noonan (1978) the effect of teacher training on pupils' learning is more evident in developing countries than developed countries. The report of the Commonwealth Conference on Teacher Education in a Changing Society held in Nairobi, Kenya in 1973, also stressed the need for quality training by stating the consequences of inadequate training as follows : " Inadequate training can quite unwittingly reinforce the pupils' poor self-image or fail to spark his innate abilities and neither the teacher, nor the pupil may ever be aware of the avoidable tragedy caused by professional incompetence" (p 8). These indications have direct implications on teacher education.

In every country education absorbs a large proportion of government expenditure. Teachers' salaries comprise between 70 to 90 percent of recurrent educational expenditure (Dove, 1986). In a time where every government is looking for possible ways and means of reducing educational costs and maximising the available resources, teacher education is one of the prominent areas that they are concerned about. It is not only because of the high expenditure involved, but also the understanding that effective preparation of teachers has strong impact on the education system as a whole.

With the continuous enlargement of the teacher's role and the growing concern over the quality of teaching, the training of teachers has become a very complex undertaking. It is true that many developing countries have managed to a certain extent, the utilization of their teaching force, by means of pre-service and in-service teacher training and upgrading programmes. The situation in developing countries is different from the developed world. A

discussion about the existing situation in teacher education in developing countries is presented in the next section.

2.3. Teacher education/ training in developing countries

Facing all aspects of educational expansion and reforms simultaneously in a short period of time led to many disparities and deficiencies in education systems in developing countries. Teacher education is one of the main areas where the immediate consequences of those effects are easily seen. This section examines the current crisis in teacher education in developing countries.

Spiralling population growth and a rise in human expectations towards schooling for all called for an immediate recruitment of qualified and trained teachers in large numbers. For example in 1976, the introduction of a plan aimed at universal primary education for Nigeria necessitated the immediate recruitment of 33,000 new primary teachers. When the Tanzanian government abolished school fees in 1977, 30,000 new primary teachers were needed to meet the increasing demands (Coldevin and Naidu 1989). Another important fact is that many developing countries are trying to improve teacher-student ratios at all levels of the educational system. The concern over the reduction of high teacher-pupil ratios calls for an extensive expansion of the number of teachers. This situation led to a recruitment of untrained and unqualified teachers into schools on a very large scale. So clearing the backlog of untrained teachers is one of the major problems that the governments of many developing countries are highly concerned about.

In order to absorb a large number of people into the teaching profession, some countries have reduced the qualifications for entry to the teaching profession, while others have shortened the study time for certification. Evidence shows a reverse trend in developed countries (Crossley, Smith and Bray, 1985). In

addition, these countries are not in a position to be rigourously selective about the people they recruit as teachers. So the quality of teachers in developing countries occupies a low level as compared to those in developed countries.

Qualified teacher shortage has long been recognised as a crucial problem in educational systems in developing countries. According to the International Labour Organisation/Unesco survey (1983), in mid 1970s , 40 percent or more of all primary school teachers in Bangladesh, Guyana, Jamaica, Sri Lanka and Trinidad were either professionally untrained or academically unqualified. During the same period, in India , 90% of the middle school teachers were untrained (Brophy and Dudley, 1982). As Coldevin and Naidu predict " it is more likely that the shortage of trained and qualified teachers will extend at least until the end of this century and probably well in to the next" (Coldevin and Naidu, 1989, p 10). Therefore training/educating teachers, both in pre-service and in-service, might be one of the most important issues in their educational agenda during the next couple of decades.

As a solution to the qualified teacher shortage and a way of clearing the backlog of untrained teachers, many developing countries have tried to expand the facilities and to increase the output of existing teacher training institutions. The attempts to establish new institutions to clear the backlog of untrained teachers have also either failed or been discouraged due to financial constraints. This situation forced many governments to seek new strategies for educating their teaching force. The use of double shift system, recruitment of expatriate teachers, home or community based equivalency programmes and in-service programmes are some of the new strategies they have tried (Coldevin, 1990). Of all the strategies that have been tried, in-service education through distance education is claimed to be one of the most accelerated and

cheapest ways of providing certification and professional training for teachers (Coldevin, 1990, Brophy and Dudley, 1982, Kinyanjui 1974, Perraton, 1984).

The above discussion suggests that many developing countries are suffering from the worst effects of qualified teacher shortage and distance education has an important role to play in clearing the backlog of untrained teachers and in providing training for the people who are wishing to enter into the teaching profession.

2.4. Distance education as an alternative to college-based teacher training programmes

In relation to the scope of the present study, it may be very useful to identify a criterion which distinguishes distance education programmes from college-based training programmes (face-to-face teaching, direct teaching). In the mid 1970s, some distance educators argued that face to face component is not an element of distance education (Moore 1973, Otto Peters 1973, Wedemeyer 1977). The key points were (1) the separation of teacher from learner as the fundamental characteristic of distance education and (2) non-contiguous communication¹ as an appropriate way of maintaining interaction with students. Other theorists (Keegan- Quasi- permanent separation², 1986 , Holmberg - Guided didactic conversation³, 1986) support the view that face-to-face interaction is possible within the context of distance education. This does not permit the researchers like myself to work with narrow boundaries of 'distance education programmes' and 'college-based programmes'. Focusing on above developments and remaining in the context of this research, it was necessary to consider the programmes which have a high reliance on correspondence material and also on non-contiguous communication methods. Interestingly it was found that many teacher education programmes classified as distance education programmes by distance educators rely on face-

to-face teaching. The three teacher education programmes selected for the critical analysis in the next section use a combination of face-to-face and correspondence teaching methods. Before looking at those teacher education programmes a general discussion about teacher education at a distance will be presented.

Many developing countries have shown a great interest in developing such distance education programmes because of the promises of distance educators to provide cheap mass education of good quality and to assist national development in different ways (Perraton, 1984, Coldevin, 1990, Kinyanjui, 1974, Brophy and Dudley, 1982). It is evident that distance education has played a prominent role in expanding educational opportunities for the employed, housewives and the disadvantaged groups, who could not take advantage of formal education. In addition, it has been proved successful in imparting knowledge and skills related to various educational domains. In the context of this research, we can examine how distance education has responded to the problems of teacher education in developing countries.

According to various writers, distance education appears to hold the promise of relief from educational pressures. Its potential advantages for teacher training are manifold.

- * Training teachers by distance methods is less expensive as far as it can rely on existing buildings, equipments and manpower (Kinyanjui, 1974).
- * Teachers can attain professional certification or academic upgrading without interrupting their earnings (Coldevin, 1990).
- * While studying teachers can remain at their schools so no replacement is needed (Perraton, 1984)
- * The teachers work situation can be used as basic resources for their studies.
- * It is beneficial to rural schools and remote teachers (Perraton, 1984).

Therefore the urgent need to find cheap and effective ways to educate the backlog of untrained and unqualified teachers in the third world provided a new 'target opportunity' for distance teaching. This resulted in establishing large scale teacher training schemes and upgrading programmes through distance mode. A number of examples can be cited from the Asian and African regions in support of mass teacher training at a distance.

- * In Sri Lanka and Pakistan to provide initial training for secondary/primary school teachers.
- * In Nigeria and Cameroon to provide initial training at primary school level
- * In Zimbabwe, Ghana and Kenya to provide initial training and teacher upgrading for primary and secondary teachers.

Brophy and Dudley (1982) also, identified 53 projects aimed at either improving teachers' subject knowledge or professional training or both. Interestingly more than 50% of those programmes used three modes of communication: print, broadcast and face-to-face teaching. Only 14 of the programmes relied on correspondence material alone.

Distance education has been a dominant feature in the field of teacher education during the last two decades though many developing countries are still struggling with the problem of qualified teacher shortage. Clearing the backlog of untrained teachers is also an unattained goal for them. These countries recruit untrained, unqualified or inadequately prepared teachers to meet the increasing demands of their student population.

2.5. Three examples of teacher education programmes conducted through distance mode

In order to examine how far the distance approach is capable of meeting the requirements of developing countries, three in-service teacher education

programmes aimed at initial level training will be examined. This analysis will provide a framework for the research design and Chapter 3 includes some of the research findings in relation to the programmes discussed.

(1) The teacher training programme run by the Institute of Distance Education (IDE) in Sri Lanka

This analysis is based on the following project reports.

1. Dock, Duncan and Kotalawale, 1988, Teaching Teachers Through Distance Methods- an evaluation of a Sri Lankan Programme.
2. Prior, Flink, Flink and Norberg, 1984, Training of Untrained Teachers in Sri Lanka.
3. Nielsen, Tatto and others, 1991, The cost effectiveness of Distance Education for Teacher Training - Bridges Research Report Series.

The IDE programme was established by the Ministry of Education in Sri Lanka in 1983 in collaboration with the Swedish Company LiberHermods and Swedish International Development Authority (SIDA). The main objective of the programme was to clear the backlog of 35,000 untrained and unqualified teachers working in elementary and secondary schools. Before the implementation of the programme, a large number of national workshops for course writers, production staff, tutors, correspondence teachers and administrative staff of the Distance Education Branch (later Institute of Distance Education) were carried out from 1981-1983.

Figure 2.1 summarises the structure of the IDE programme. As Figure 2.1 indicates, the course used a combination of correspondence and face-to-face methods. The main reason given in the report (1984) for including the face-to-face contact lessons as an integral part of the programme, was to facilitate contact between teacher and student and to increase student motivation. These contact lessons were held on a regional basis.

The structure of the IDE teacher training programme in Sri Lanka

Language:	Sinhalese (since 1984) and Tamil (since 1986)
Duration of the course :	Three years
Instruction:	A combination of print material and face-to-face teaching: Print: 122 modules for the Science Course and 115 for the Elementary Course Face to face teaching: a. one day sessions, once a month b. two-day practical sessions, eight per course c. five-day contact sessions, eight per course
Other support :	Individual supervision for practical teaching (one field visit per term) Guidance & counselling on a regional basis
Assessment:	Assignments; Part 1 & 11 examinations and practical teaching (assessment of lessons)

Figure 2.1

Enrolment in the IDE teacher training programme (1984 - 88)

Year of intake	Sinhala medium		Tamil Medium	
	Elementary	Sc/Maths	Elementary	Sc/Maths
1984	3007	1591	----*	---
1985	3183	1112	---	---
1986/87	1907	944	436	186
1988	1028	993	?	?
Total	9125	4640	436	186

Table 2.1

(Source: Dock, Duncan and Kotalawale, 1988, p 27) * Tamil course started in 1986.

First admission to the programme took place in December 1983. Table 2.1 shows student enrolment in the Elementary Course and the Science/ Maths course from 1984-1988. The expectation of the course team was to enrol 5000 untrained teachers in each academic year and to expand the programme to as many subject areas as possible (e.g. Agriculture and Home Science).

According to Table 2.1, there is no sign of a consistent improvement in student enrolment either in the Elementary Course or the Science/Maths Course. From the beginning there were plans to introduce a training course for English teachers but at the time that the evaluation project was conducted, this was still under consideration. The first batch (4598) had completed the course in 1987 and the Table 2.2 shows the performance of the students. Drop-out rate in the Elementary Course was 10% and in the Science/ Maths Course was 17% in 1987. In 1988, the Science/maths course had a 27% of drop-out rate. The pass rates of the programme are encouraging though a different picture emerged from the findings of the questionnaire survey (430 teachers) and the depth study (114 teachers) carried out as a part of the evaluation project (Dock, Duncan and Kotalawale, 1988).

Student performance (IDE Sinhala medium) in the final exam in 1987, 1988

	Elementary		Sc/Maths	
	1984*	1985**	1984*	1985**
Recruited	3007	3183	1591	1112
Sat final exam	2675	2743	1314	841
Deferred	18	?	0	?
Passes exam	2553	?	1275	?
Pass rate	95	?	97	?
Referred	98	?	31	?
Failed	24	?	8	?
Dropout	314	324	277	302
Dropout rate	10%	10%	17%	27%

* 1984 batch sat for the exam in 1987. ** 1985 batch sat for the exam in 1988)

Table 2.2

(Source: Dock, Duncan and Kotalawale, 1988, p 29)

Below are some of the major findings of the evaluation project and the recommendations made by the evaluation team.

Findings related to correspondence material:

- * The volume of the course material was too much. Teachers had difficulties coping with the course workload and the teaching load at school.
- * The quality of the course material was very low (especially in the Science/Maths Course) and some materials were not related to their school curricula.

Recommendations made by the evaluation team

- * A satisfactory linkage with schools be maintained to get active support of head teachers and other teachers
- * A committee be appointed to revise modules
- * Assignments be simplified or possibly reduced in number

Findings related to qualitative outcomes of the IDE course (development of teachers' professional skills)

- * Teachers were having problems in preparing notes for the lessons before hand, in choosing appropriate teaching aids and in having clear classroom objectives.
- * Traditional methods were predominant in their lessons.

Recommendations made by the evaluation team:

- * The number of face-to-face contact sessions with tutor must be increased
- * Peer group teaching sessions be introduced.

The only encouraging sign was that the programme is clearly cost effective in relation to other forms of teaching (Dock, Duncan and Kotalawale, 1988). The Evaluation team argued "it does not mean training itself has been effective" and concluded " Distance programme has some impact upon teachers" (Dock, Duncan and Kotalawale, 1988 p 50). The initial estimates of an annual intake of 5000 was beyond the capacity of the distance programme. According to 1988 estimates, there were more than 30,000 untrained and unqualified teachers in primary and secondary schools in Sri Lanka.

Nielsen, Tatto and others report also claimed that distance training programmes in Sri Lanka and Indonesia were more cost-effective than the traditional programs. However, they acknowledged the fact that the most effective form of distance education for teacher training appears to be that which is "not too distant, combining self-instruction with (tutor supported) school-based group interaction" (Nielsen, Tatto and others, 1991, p 4). By comparing the IDE programme with College of Education⁵ and Teacher College programmes⁶, Nielsen and Tatto revealed mixed results. The IDE program was more effective (in terms of difference between exit and entry) than the Teacher College programmes in four of the five areas⁷ measured but the most effective of the three was the College of Education programme. Only in the areas of language knowledge and professional attitudes was the IDE programme the most effective. The findings led them to conclude that "Skill acquisition is more difficult through self-instruction, since it requires exercises and practice and preferably live feedback" (Nielsen, Tatto and others, 1991, p 27).

(2) The Zimbabwe Integrated National Teacher Education Course -

ZINTEC

ZINTEC was introduced in 1981 using a combination of distance and face-to-face methods. The main objective of this four year programme was to solve the severe shortage of qualified teachers in primary schools in Zimbabwe. At that time there were about 15,000 of the primary teachers in schools (Gatawa 1990). To produce teachers with a sense of service to society; to transform the education system from a capitalist to a socialist; to meet the needs of a highly democratic society and to create an educational system that will meet the developmental needs of the Zimbabwean society were the other developmental objectives of the programme. Coldevin introduces ZINTEC as the best on going example of the sandwich method of in-service teacher training (Coldevin, 1990, p 115).

The structure of the ZINTEC

Entry Qualifications :	Five 'O'level passes or six passes in grade XI exam
Duration of the course:	Four years (in three phases) *A detailed description about phases is given
Instruction:	A combination of print, radio broadcast and face-to-face residential sessions Field supervision by field lecturers, education officers and head teachers
Assessment:	Assignments, short written examinations, projects, final examination and teaching practice

Figure 2.2

***The ZINTEC programme was organised in the following three phases.**

Phase I:

A four month (one school term) college based face-to-face residential programme to improve basic teaching skills: Classroom management, Introduction to Professional Foundations, Applied Education, Introduction to Curriculum Depth study, Developmental studies and College-based productive work were some of the major activities that the students had gone through during this period.

Phase II:

Placements in schools for 40 months (10 school terms): While taking classroom responsibilities teacher trainees had to read modules and write assignments. They were supported by school-based tutorials and lesson observations conducted by field lectures,

Phase III:

A four month college based residential programme: In this phase students revise all the courses and write examinations that lead to certification by the University of Zimbabwe.

(Source : Gatawa ,1990)

Figure 2.2 summarises the main features of the course. The basic qualifications for entry to the ZINTEC were similar to the University of Zimbabwe, for entry to the University Certificate in Education. Face-to-face component was an integral part of the ZINTEC and the scheme of assessment showed a combination of continuous assessment and written examinations.

Admission to the course took place from 1981-1984 at termly intervals and its annual student intake was around 2400. According to Coldevin (1990) and Gatawa (1990) the programme was highly effective in providing high quality teaching but the first evaluation of the programme had revealed the following weaknesses.

- * Work load of the student teachers was very heavy.
- * Lack of appropriately qualified staff.
- * Inadequate school-based supervision.

As Jenkins (1989) reports, the success of the programme led the Ministry of Education (Zimbabwe) to consider the possibility of introducing a distance component as an element in all teacher training programmes. However, even though the programme had met some of its initial targets (Coldevin, 1990, Gatawa, 1990), Zimbabwe government still struggles to solve the problem of qualified teacher shortage. Avalos argues that "not all the overall objectives of ZINTEC were attained" on the basis of the findings of two recent assessments of the gains of ZINTEC (Avalos, 1991 p 45).

(3) The Emergency Science Programme in Guyana - ESP

This analysis is mainly based on the thesis 'The Evaluation of a Distance Teaching Approach to Science Teacher Education, Guyana' submitted by Brophy (1982). The ESP is a small scale in-service programme introduced in 1977 to overcome the serious shortage of science teachers in secondary schools in Guyana. According to statistics (1980) 56% of science teachers in secondary schools had only 'O' level or 'A' level qualifications. The output of the conventional institutions (e.g. University of Guyana, Lilian College of Education) did not meet the increasing demands of the school system.

Therefore it was expected that an emergency programme would ease the problems in remote schools.

The structure of the ESP

Entry Qualifications:	'O' level or 'A' level qualification
Duration of the course:	Three years
Instruction:	A combination of print, audio tapes and face-to face sessions. Tutorial groups- once a week for 3 hrs at a school in their region Vacation courses-practical and group activities Work study - three weeks
Assessment:	Assignments, tutor assessment on practical work, examinations and practical teaching

Figure 2.3

A summary of the structure of ESP is found in Figure 2.3. Like in the other two programmes discussed, the ESP focused on the practical aspects of teaching and showed a high reliance on face-to-face tuition. During the three year period of in-service training, students received 1720 hours of instruction and performed 2000 hours of classroom teaching. Unlike the other two programmes, ESP students had their teaching load reduced in order to provide more time for their studies.

According to Brophy (1982), ESP recruited 61 students within a period of four years and the number was claimed to be higher than the output of the secondary college of education over nine years. The ESP has helped to increase the number of trained science teachers available in schools though the problem of trained science teacher shortage remains unsettled.

The evaluation supported the idea that "teachers trained via a distance teaching approach can teach as competently as those trained via a college-based

programme" but some differences between two programmes were observed. College trained teachers were more competent in interacting with their pupils while distance-trained teachers were superior in their class control and subject knowledge. Further, the evaluation underlined the need for regular face-to-face tuition with a distance teaching programme (Brophy, 1982).

2.6. Promises vs realities

All three programmes discussed above use a combination of correspondence and face-to-face teaching to provide initial training for the teachers concerned with. In the first two cases great emphasis was put on the preparation of correspondence material so as to deliver 'training' to a large number of untrained teachers. The reality is that those programmes have failed to reach their targets even in terms of student numbers. Also, little evidence is available to show that distance education programmes trained teachers as satisfactorily as college based programmes. The research that is available (e.g. Nielsen, Tatto and others, 1991, Dock, Duncan and Kotalawale, 1988, Brophy, 1982) does not prove the case fully. Some of the programmes are said to be cost effective but obviously the issue of cost effectiveness should not be the main determining factor for supporting distance education programmes. Why is the reality different from the hopes? These issues need to be discussed on firm empirical evidence but it is beyond the context of this thesis.

The issue of quality training of teachers through distance mode, however is a matter which is of relevance for this research. All the three in-service programmes showed a high reliance on face-to-face teaching as a way of improving quality of training. The need for regular face-to-face contact within distance teaching was one of the main findings of the evaluation studies concerned. In the context of this thesis, it is important to find out why face-to-face teaching is dominant in teacher training programmes organized at a distance. Three interpretations emerge from the literature which seem to be sufficient enough to explain the situation in developing countries.

(1) Looking at the developments in the field of distance education, Daniel and Marquis (1979) discussed the importance of maintaining a balance between interaction and independence ⁸. The question of how to get this mixture right is not the crucial issue facing these countries. For them, providing interaction and independence is so often 'a choice between something or nothing' (Robinson and Dodds 1989) due to their inability to expand education expenditure. Mullick also stated that distance institutions (in developing countries) have 'neither the infrastructure, nor trained personnel for using word processing, radio, television, audio tapes, micro-computers, satellites, audio-teleconferencing nor telephone computer based education' (Mullick, 1988 p 319). Therefore, in developing countries, there seemed to be a great tendency towards face-to-face teaching as the only medium available in addition to correspondence text in teacher education programmes conducted through the distance mode.

(2) There is a trend to consider face-to-face teaching as an unique and essential characteristic of teacher education programmes conducted at a distance. Focusing on the objectives of initial teacher training (offered either in full-time basis or at a distance) we must acknowledge the fact that they are aimed at providing a body of knowledge, shaping attitudes and understanding and developing a range of skills unique to the teaching profession but some teacher educators cast doubt about the effectiveness of correspondence methods in achieving these objectives. For instance Kinyanjui made an argument as follows:

" Although most of the information and instruction can be presented through correspondence material, there are particular objectives in teacher training courses which can only be achieved through other methods. Some of the difficult concepts and problems related to teaching can be well accomplished through face-to-face interaction between tutor and teacher trainee either individually or in a group" (Kinyanjui, 1974 p 13).

The study of Sri Lankan and Indonesian Teachers (Nielsen, Tatto and others, 1991) also pointed out some limitations of the distance programmes in improving subject knowledge and teaching skills in certain areas (i.e. Maths). Close supervision of teacher trainees by a field tutor forms an important part of their training and it can only be conducted through face-to-face contact. In a study on 'Training needs of graduate teachers in Sri Lanka', Wijeratne (1988) has recognized that teacher trainees have a strong desire for face-to-face interaction and stated the importance of researching the matter further to see whether this need is crucial to teacher trainees studying at a distance.

The situation in the developed countries shows no difference. There, the distance approach is mostly popular in teacher upgrading programmes but not in the programmes designed for initial training. For instance, " the UKOU provision until now has been directed toward INSET either through the upgrading of teachers by degree courses or through the further professional development of graduate and non-graduate teachers alike" (Prescott and Robinson 1993, p ?). The new PGCE programme, which is going to be introduced in 1994, is the first OUUK programme for initial training. In order to attain the objectives of the programme, a great emphasis is put on promoting interaction and support within school environment.

Not only teacher educators but also administrators are cautious about the outcomes of teacher training programmes offered at a distance. For example, Thomas, Tresman and Horton (1991) , describing their experience in an attempt to develop a Physics programme for Science Teachers, revealed that " many authorities (LEAs) were not naturally predisposed to the idea that properly mediated distance learning methods can be as effective as any other mode of in-service provision in terms of the transfer of new information and skills about Physics and School Science" (Thomas, Tresman and Horton, 1991, p11). This situation led them to propose a mixed approach⁹ for the programme. These considerations led to the development of face-to-face dominated teacher education programmes at a distance.

(3) Teacher educators in developing countries (Wijeratne, 1988, 1990, 1991, Sujatha 1988, Kinyanjui, 1974) regard face-to-face teaching as one of the effective ways of improving quality in teacher training programmes conducted at a distance. Face-to-face teaching provides teacher trainees with considerable opportunities for keeping close contact with their tutors, field supervisors as well as with their fellow students thereby facilitating the professional aspects of their training. It enhances psychological satisfaction, confidence, feeling of belonging and emotional security of the teachers who are busy with family matters, their teaching load at school and their responsibilities of social life (Wijeratne 1991). This keeps them on the programme and decreases dropout. In relation to teacher education programmes, Wijeratne (1991) summarises the role of the face-to-face teaching in distance education programmes as follows:

1. Updating information provided in the printed material
2. Providing tutorial services in the form of guidance and counselling
3. Assistance in learning and interpreting new concepts and subject matter
4. Providing psychological satisfaction
5. Bridging the gap between conventional contiguous learning and purely distance learning
6. Providing first hand/practical experience and social need fulfilment
7. Maintaining quality and standard of programmes
8. Providing a sense of 'life' 'vigour' and activity to otherwise dull mechanical learning
9. Acting as an agent of motivation
10. Facilitating adult learning- perceived as different from learning during childhood and adolescence (Wijeratne, 1991,p 339)

2.7. Summary

The above discussion suggests that teacher education is one of the distinctive areas where non-contiguous form of support alone is insufficient to reach the target objectives. A mixed approach, with a strong emphasis on face-to-face teaching, is necessary to ensure high quality training. How to expand the face-to-face component within the context of distance education is one of the main problems that the teacher educators are faced with. In the next chapter, the importance of face-to-face teaching will be discussed as one of the factors affecting student success in teacher education programmes.

Chapter 3

Literature Review: student success

3.1. Introduction

Evaluation studies highlighted in the second chapter can be considered as the starting point for this literature review. In this chapter, the main emphasis is given to identifying various factors that might have a direct or indirect impact on student success among teacher trainees taking courses at a distance.

Distance educators are highly concerned about the success of teacher trainees (student teachers) continuing studies at a distance (Kinyanjui, 1974, Perraton, 1984) and about the effectiveness of the distance programmes offered. There have been many studies of student success in relation to different fields though relatively little research has been carried out considering the unique characteristics of teacher trainees and the specific features of teacher training and upgrading programmes. The prediction of student success of graduate teachers/ student teachers undertaking teacher education programmes at a distance, in particular, has not been widely examined. As these teacher education programmes are becoming a significant part of teacher preparation, there has emerged a need for studies that explore the nature of this group.

As an initial approach, the theoretical models developed and studies carried out in relation to teacher trainees/student teachers enrolled in full-time teacher education programmes may help the researchers like myself get an understanding of the student success in teacher education programmes conducted through distance mode. Also, it is necessary to examine studies from other fields that might have a close resemblance to teacher education at a distance. For example, teacher trainees, like many other distance students engage in their distance/part-time studies with an enormous pressure

originating from their work commitments and family responsibilities. This similarity permits the researcher to examine studies related to student success in other distance education programmes.

In the research literature, the positive outcomes of success (or persistence/completion) are mostly referred to in terms of its negative outcomes of failure, drop-out, attrition, discontinuance or withdrawal. Despite the differences in the terms used, these studies are aimed at improving the quality of the programmes concerned and at facilitating student success and completion (Rekkedal, 1982, Shale, 1982). Many researchers regard the 'drop-out problem' (attrition) as one of the most discussed issues in the field of distance education (Powell, 1991, Garrison, 1987, Cookson, 1990, Brindley, 1988, Bajtelsmit, 1988). The ultimate outcome is the availability of a great body of literature that potentially provides a theoretical structure for understanding the phenomenon of student success.

The studies related to success, completion or drop-out of college students and non-traditional students (according to Bean and Metzner's definition (1985), non-traditional students experienced the same activities as college students) are important in this context. For instance, Tinto's model (1975), proposed for college setting and Bean and Metzner's model (1985), proposed for non-traditional setting have been widely used in distance education with or without modifications. Also, as an initial approach to studying the factors affecting student success in teacher education programmes conducted through distance mode, the research on completion and drop-out of correspondence students is also examined in this literature review.

We must, however, be cautious about using these research studies as a conceptual framework because research in this area suffers from many deficiencies. These studies have always been criticized for not paying adequate attention to defining concepts (Orton, 1977, Shale, 1982, Bernard and Amundsen, 1989, Garrison, 1987, Schumer and Strohlein, 1991) and for

ignoring the multiplicity of factors that might encompass the interaction of personal, institutional and environmental effects (Holmberg, 1986, Garrison, 1987, Brindley, 1988).

Therefore, in the light of the theoretical models existent in the field of teacher education and in other fields, and the descriptive studies which are relevant to the phenomenon of student success, factors affecting student success in teacher education programmes at a distance will be explored in this chapter.

3. 2. Conceptual/theoretical models related to teacher education programmes

A model which can adequately explain the factors affecting student success in teacher education programmes could not be located. Student performance can be considered as one of the closest concepts to student success therefore Parkes (1989) model of PGCE student performance is examined as one of the guiding frameworks for the present study. Avalos's procedural model of teacher training (1985) is also regarded as important for the identification of the major components of a training programme.

A multivariate model of PGCE student performance

Parkes (1989) tested a multivariate model to examine the extent to which PGCE performance was predicted by the demographic, academic and attitudinal variables. The independent variables in this study can be specified as follows : (1) demographic variables (age, gender, marital status) (2) A level results (A level passes) (3) under graduate academic predictors (class of degree, subject area, University, age at graduation) (4) previous teaching experience, and (5) attitudinal factors (Professional commitment and career uncertainty). Five performance measures, such as scores for curriculum studies, professional studies, teaching practice, an overall score (by summing above three scores) and a measure of student job status, were used as the dependent variables.

By entering five sets of independent variables into the regression equation in chronological sequence with the selected five outcome measures, Parkes was able to observe the following findings; Degree class, previous teaching experience, professional commitment, high motivation towards teaching and the interaction between subject areas and 'A' level scores were the significant predictors of overall performance of PGCE students. This five factor model accounted for 45.5% of the variance of overall performance. Class of first degree, gender (females scored higher than males), marital status (single students scored higher than married students) and subject area (language students scored less than others) contributed significantly to the explained variance of Teaching Practice. The proportion of the total variance explained by this four factor model was 46.1%. Class of first degree, age at graduation, previous teaching experience and career uncertainty accounted for 36.5% of the curriculum scores. The professional studies scores were the least predicted outcome variable in the study (explained variance was 27%). High motivation and good teaching practice scores discriminated those students who entered the teaching profession from those who did not.

Subjects in Parkes's study were 126 full-time PGCE students though it provides a theoretical structure for identifying predictors of student success in teacher education programmes at a distance. The academic, demographic and attitudinal variables are important in developing a model of student success but the relevance of some of the individual variables in the sets to the present study is questionable. The target population of the present study is older, experienced graduate teachers so it is unlikely that 'A' level results or undergraduate academic predictors may influence in the same way as they did for the PGCE students in Parkes's study. The subjects of Parkes study had already completed the PGCE programme so the researcher was in a position to use final academic outcomes as criterion variables in his/her study. For the present study, it is highly unlikely that the researcher can use such kinds of quantitative measure. So there is a need for exploring some other models available in the research literature.

A procedural model of teacher training

The procedural model presented by Avalos is a modified version of the teacher training patterns described by Joyce and Showers (1981). According to Avalos, teacher training is " a circular process which involves changes in the trainees interpretative work" (Avalos, 1985, p 295). The proposed model illustrates how the major components of a training programme are integrated to produce necessary outcomes. We must acknowledge the fact that this model has no direct relevance to the present study, but the identification of major components and outcomes of teacher training programme help the researcher with gaining an insight into the factors affecting student success in teacher education programmes at a distance.

According to this model, the circular process of teacher training begins with an *initial awareness* of philosophy of education and teaching, knowledge of content and school and community. *Presentation* of information about the chosen model or specific teaching skills, *practice and feedback, coaching and modeling* are the other components which help teachers moving towards desired outcomes. Avalos presented the outcomes of a teacher training programme as three integrated concepts. Those were (1) Awareness and conceptual knowledge (2) performance and (3) transfer and permanence. This model highlights the importance of teaching methods and support systems available for teacher trainees in the process of developing necessary teaching skills. Also it shows the difficulty of defining the outcomes of a teacher education programme. However, it does not provide clear indications about specific factors which are the immediate concern of the present study.

3.3. Dropout models

The prediction of success among teacher trainees/student teachers undertaking teacher training programmes has not received much attention of the researchers so it is necessary to explore the other areas to get an understanding of the phenomenon of student success. Also, drop-out models which explain 'non-success' of students in different educational settings provide a firm basis for the present study. Therefore, in this section, three sets of theoretical explanatory models which encompass the complex interplay of variables to explain the longitudinal nature of the student dropout process will be examined. These models differ in the causal variables that are stressed and the way that interactional effects are explained but they share a common attribute. All the models regard dropout as a multi-dimensional process involving the interaction between individual, institutional and environmental variables (Cookson 1990, Garrison 1987, Bean and Metzner 1985)

- * **Student - institution fit models** - these models describe 'dropout and success' as a function of the students' collective affiliation with the institution.
- * **Student - environment fit models** -these models give greater prominence to the individual affiliation with the external environment than with the institution.
- * **Other models** - drop-out models which can not be placed in the above two categories will be presented in this section.

Student - institution fit models

Tinto's classical model of dropout (1975) is the starting point for all the models included in here. In this model, dropout is mainly viewed as an outcome of student's interaction with the academic and social system of the institution. As Tinto argued "other things being equal, the higher the interaction of the individual into the college system, the greater will be his/her commitment to the specific institution and to the goal of college completion" (p 96). The model

presents a number of different constructs with four variable sets in a causal sequence but a strong emphasis was placed upon social and academic integration variables. The four variable sets are as follows:

- (a) entry characteristics and initial commitment to the institution and to the goal of graduation.
- (b) academic and social integration
- (c) subsequent goals and institutional commitments
- (d) voluntary persistence or withdrawal decisions

This model gathered substantial empirical support in four- year residential institutional settings (Terenzini and Pascarella 1978, 1980, Pascarella and Terenzini, 1979 a, 1979 b). It was noted that the model was useful both for theoretical purposes and also practical purposes (Pascarella and Terenzini 1980). Munro (1981), however, found that students' and their parents' aspirations had a greater impact on goal commitment (leading to persistence) than did the academic integration. In an attempt to test the applicability of Tinto's model to a less-traditional setting , Pascarella and Chapman (1983) found that social integration into system had neither direct nor indirect impact on persistence of two and four year commuter college students. They attributed the differences largely to the limited role played by social integration variables in the commuter college setting.

With the continuous enlargement of the scope of distance education and the increasing emphasis on improving interaction between student and institution many writers have indicated the conceptual relevance of Tinto's model to distance education (Baath, 1980, Keegan, 1979, Malley, Brown and Williams, 1976). Sweet (1986) was the first person to find empirical support for Tinto's model in the distance education context. By analysing the data collected from 350 students registered in Open Learning Institute (British Columbia), Sweet found that social integration in terms of telephone tutoring was significantly related to institutional commitment and therefore indirectly to student persistence. In this study the greatest proportion of explained variance (18%)

was associated with academic and social integration variables. The total variance in persistence-withdrawal decisions explained by the model was 32%. Taylor (1986) applied Tinto's model to a cross-cultural, multi-dimensional study. Forming a theoretical framework on Rekkedal's findings (1973) Taylor defined 'social and academic integration' into the system in terms of turn around time and feedback. Some of the findings in this study were consistent with Tinto's model.

In a recent study aimed at determining variables associated with course completion and non-completion, Bernard and Amundsen (1989) examined the relevance of the variables indicated by Tinto's model across a variety of distance courses (i.e. Accounting, Business Administration and Communication) of the Institute of Canadian Bankers. According to the purpose of the study completers were defined as students who completed all the assignments and exams and received a grade A, B or C in the course. Predicted variables in Bernard and Amundsen's study can be directly related to teacher trainees as the target group of the present study. For example, the identification of level of contact with programme tutors or staff, contact with peers or former students, attitudes towards effectiveness of staff-related course components (i.e. comments on assignments) as social integration variables and attitudes towards effectiveness of materials and mean of course assignments as academic integration variables are important. Also, the use of multivariate analysis to test the predictive power of the sets of variables is relevant to the present study. The findings of their study support the view that Tinto model is an appropriate framework for research on student attrition in distance education.

The effects of academic and social integration variables can clearly be noted in teacher education programmes as the programmes are mainly focused on changing the behavioural patterns of teachers. Even though the teaching methods are different in distance education programmes, the desired objectives are similar to full-time teacher education programmes. Therefore the

relationship that teacher trainees maintain with their tutors/ collaborative teachers/ mentors, and also with fellow student, must be considered as one of the indicators of student success .

Student - environment fit models

Many writers as well as researchers have acknowledged the conceptual relevance of Tinto's model to distance education. Others, however, have pointed to the need for a unique model which can take into account the specific features of distance institutions and the unique characteristics of distance learners (Bean and Metzner 1985, Kember, 1981, Bajtelsmit, 1988).

Bean and Metzner (1985) developed a model of the attrition process for non-traditional students. They argued that social integration variables as defined by Tinto (1975) did not contribute in the same way to the goals and commitments of the part- time (non-traditional) students. By giving a narrow definition to non-traditional students (usually older, do not live in the college and therefore must commute to classes) they could rely on the following assumptions to develop their model.

- * Social integration into the institution as defined by Tinto does not contribute in the same way to non-traditional students.
- * A much greater interaction with their non-collegiate environment must be encountered.
- * Class-related activities of non-traditional students are very similar to those traditional students.

In the proposed model, withdrawal decisions were based on four major sets of variables but prominence was given to the students' environment variables. Background, academic and environmental variables and psychological outcomes (satisfaction and intent to leave) might contribute directly, indirectly or interact with each other to contribute to the dropout decision. In addition to that two compensatory interaction effects, which were similar to interaction

between social and academic integration in Tinto's model, were predicted. A study conducted at a primary commuter university (Bean and Metzner 1985) with 624 non-traditional students tested this model. On the basis of data, they concluded that for part-time commuter students, dropout was a function of academic performance and commitment to the institution. A strong influence of environmental variables was predicted but no such direct effect was found in the study.

By analysing the factors reported by students (N=40) at Athabasca University, Brindley (1988) modified Bean and Metzner's model to reflect the characteristics of distance students. The finding of this study indicated the relevance of four main sets of variables on the outcomes and also their interactive effects in the distance education context but recommended some minor changes.

Bellings (1988) adapted Bean's model of student attrition to study the factors affecting student progress in correspondence courses in nursing. The effects of background, environmental, organizational and attitudinal characteristics were taken into account but priority was given to organizational variables which indicated student involvement with the organization. The date of submission of the first lesson and intention to complete the course were included as second intervening variables. In the study, aimed at testing the model, Belling observed that eleven variables accounted for 44 percent of the variance in course progress. The use of outcome/attitudinal variables like, satisfaction with the course, practical value and feedback had enlightened the aspects of the present research.

Kember (1989) put forward a linear-process model of dropout from distance education. It incorporates the basic constructs of Tinto's model but gives different emphasis to make it more applicable to the distance education context. He argues that student- student and student - faculty interaction is less important in the distance educational setting. According to his model the most

crucial factor affecting student dropout and completion is the student's ability to integrate the demands of distance study with family, work and goal commitments. A study carried out with some distance learners in Hong kong, provided empirical support for Kember's model. In another study, conducted at Charles Sturt University, Reveina, Kember's model had been modified and used as the basis for understanding the phenomenon of student success.

The model proposed by Bajtelsmit (1988) also falls into this category. Highlighting the limitations of other dropout models in use, he argued that "the external sector has been neglected by researchers in favour of more academic variables"(1988, p 10). The proposed model considers external environment (professional/ occupational/familial) as having powerful effects on dropout thereby turning the socialization component into a less important role. Instead of examining how well the individual fits into the course, this model concerns the educational and occupational components' (external) fit into the individual's system. Therefore according to Bajtelsmit, dropout is to a large extent, a function of the congruencies and compensatory relationships between the academic and occupational variables. If there is a close congruence between academic components and occupational environment, it could reduce the probability of dropping out. Also, Bajtelsmit (1988) considered the possibility of using the model with necessary modifications in other fields.

Looking at teachers as distance learners, in relation to the context of the present study, the importance of academic and social integration variables and environmental variables (especially the occupational factors as Bajtelsmit pointed out) is unquestionable. The above discussed studies support the idea that close congruence between academic components and teaching, supportive school environment and family background are major indicators of student success in teacher education programmes. Also, these studies show the possibility of using psychological outcomes (i.e. satisfaction, intent to leave) as intervening or dependent variables in the model developing process.

Other models

Some models can not be placed in the above two categories but they are important in identifying the factors affecting student success in distance education programmes so they will be discussed in this section. For instance, Gatz (1985) took a grounded theory approach to explain the interactive effects of different student, institutional and environmental variables on dropout process. In-depth interviews carried out with 300 correspondence students from Ohio University, Kentucky and Indiana University and 50 distance education students from Northern Virginia Community College (all in USA) had provided the basis for the model. The conceptual framework of the model comprises five main dimensions which were considered to be important in understanding student dropout and completion. The five dimensions are:

- (1) Significance of course to goal
- (2) Appropriateness of the independent method
- (3) Feasibility of time
- (4) Interaction of interests and background
- (5) Accommodation of learning style needs. These dimensions were arranged according to their presumed impact on completion and dropout. The first dimension, significance of course to goal seemed to be having the greatest impact on the dependent variable. Even though the model encompassed a complex interplay between student, institutional and environmental variables, it did not support the idea that the dropout process would be a longitudinal one.

Rather than draw on a pre-existing theoretical model, Powell, Conway and Ross (1990) examined the predictive capability of student predisposing characteristics in regard to their successful completion of the first Athabasca university course. The predisposing characteristics they defined are related to the factors that students bring to the educational process at the time of entry (i.e. educational preparation, socioeconomic and demographic status, motivational and perseverance attributes). According to this conceptual framework, life changes and institutional factors do not act as direct causes of

dropout but they have indirect effects through student predisposing characteristics. By giving a narrow definition to success ('whether newly enrolled students passed their course at Athabasca University' p, 10) they found that nine predisposing characteristics were significantly related to the criterion variable. As they described the profile of successful students those who rated themselves highly on various measures of persistence; were married; rated their chances of succeeding in their studies higher; did not indicate that they needed support from others; obtained high literacy score; received high score on financial security; indicated that they had concrete study habits; were female and rated highly on their educational experience, were more likely to experience success in the programme. The programmes concerned in Powell, Conway and Ross 's study (1990) place a high value on independence therefore these findings may not have a direct application to teacher education programmes but it was interesting to find how student predisposing characteristics may have an impact on student teachers/teacher trainees.

Also, in their study of dropout, Siqueira de Freitas and Lynch analysed the effects of institutional and non-institutional variables in the light of a conceptual model. The model used background variables as predictor variables, institutional and non-institutional variables as intermediate variables and completion/dropout as a criterion variables. Completers were identified as the students who successfully completed the course. Their findings suggested that non-institutional variables accounted for the largest proportion of variance of student completion. Interestingly, 'satisfaction with the course' alone predicted 28% of the variance in the criterion variable.

McLellan (1981) conducted a study to examine why teachers studying at a distance tend to withdraw from Advanced Studies for Teachers (AST) diploma courses, in Massey University (Newzeland). It was aimed at understanding how far the existing structure of the courses met the demands of teachers and how the AST unit could contribute to the professional development of practicing teachers. As findings indicate, both course-related factors (that the

AST unit was responsible for) and factors outside the control of the AST unit contributed to student persistence or withdrawal. For example, educational experience, the amount of support given and the possibility of attaining a qualification within the immediate future contributed to persistence. Course completion also appeared to be a function of demands and responsibilities associated with teachers' jobs. The teachers who had been involved in more activities in their schools showed a less likelihood for course completion. Positive support from spouse and family, more time devoted to study and satisfactory study techniques, and prior experience in learning at a distance also facilitated course completion. Discriminant analysis showed that the variables prior educational experience, the amount of support given, the present teaching position and the number of papers taken in the exam differentiated completers from dropouts. This study has a direct relevance to student success in teacher education programmes at a distance.

3.4. Identification of indicators of student success of the teacher trainees/student teachers

The majority of research on student success is descriptive. Only a few studies that examined the phenomenon of student success in relation to teacher education programmes could be located. The main conclusion seems to be that vocationally oriented courses (i.e. teacher education) have higher completion/success rates than the other distance learning courses (Holmberg, 1989, Perraton, 1984, Smith, 1976). However, as indicated in the first and second chapters, there is a need to understand the underlying factors that might have an important bearing on success of student teachers/ teacher trainees studying at a distance. Therefore, in the light of the models explored and the descriptive studies which can be found with the discussion of indicators of success, the following factors are considered as important in the context of this study. It is important to note that any attempt to broaden the understanding of the factors affecting student success in distance education teacher training programmes

will require a focus on the unique characteristics of distance learners, the specific features of teacher education programmes and the interactional effects that reflect the complex nature of the success process.

The identified factors of success in relation to teacher education programmes can be placed in the following three main categories.

- * Academic and social integration factors as indicators of success of teacher trainees/student teachers**
- * Family and work environment as indicators of success of teacher trainees/student teachers**
- * Personal characteristics as indicators of student success of teacher trainees/student teachers**

1. Academic and social integration factors as indicators of success of teacher trainees/student teachers

The academic and social integration factors identified as relevant to the context of the present research are discussed under four main categories.

High quality of course structure as an indicator of student success

There is evidence to suggest that high quality of course structure facilitates student success in teacher education programmes. What is meant by quality may be different from one situation to another, but some studies show that teachers strongly valued courses with high applicability to teaching. For example, the findings of a comparative study aimed at gaining an insight into factors influencing teachers professional development supports the above idea. As Holly (1989) reports, both American and English teachers highly valued professional activities, that had a direct application to their teaching, and informal relationship maintained with their colleagues. Also, integrating theory with practice is one of the difficulties that the teacher trainees in the three selected teacher education programmes (Chapter 2) were concerned

about. As a solution to this problem, in Canada, Out (1986) developed a strategy for teacher training based on the problem-oriented paradigm which integrated theory and practice.

Tillema, de Jong and Mathijssen (1990) reported an interesting experiment which used a conceptual approach (emphasis was on clarity of information), experiential approach (emphasis was on the exchange of information) and an integration of both approaches for teacher training. The results of this experiment shows the importance of organizing programmes with clear presentation of central concepts and more opportunities for practice. To make the programmes more effective they suggested that direct and trainer- led instruction should be avoided and to-be-learned opportunities be encouraged in practice sessions. In general, the situation in the OUUK supports the view that specially designed course material and project based assignments can relate theory with practice. Studying dropouts from Insurance and Financial Services courses, Bajtelsmit (1988) also found that dropout was to a large extent a function of congruences and compensatory relationships between the academic and occupational variables which has direct relevance to teachers.

Bernard and Amundsen's study (1989) stressed that " adaptations of any model of programme attrition to explain course dropout (non-success) must take into consideration factors related to the nature of learning task in individual courses". Therefore it can be argued that teacher education programmes which are directly applicable to teachers' activities in schools may facilitate their success in distance education programmes.

Teaching practice as an indicator of student success

Looking at the structure of initial teacher education programmes, the 'practicum' or 'teaching practice' plays a main role in integrating theory with practice. It is described as the most important component in the preparation of teachers (Brimfield and Leonard, 1983). Avolas (1985) also considers 'practice' as one of the main components in her procedural model of teacher training.

While reporting results of an evaluation of a PGCE course component, Boardman and Desmond (1978) also pointed out that student teachers highly valued the method course because of its relevance to their classroom teaching.

Some researchers are concerned about the methods used in and orientation of teaching practice. For example, Rugh, Malik and Farooq's (1991) investigation on effective teaching practices in Pakistan, identified a need for concentrating more on specific methods of teaching than theoretical foundation. Studying in-service teacher education programmes offered for English teachers, in India, Gangaiah (1980) found that the programmes were not need-based and the period of training was inadequate to improve the competence in English teaching.

However, some studies revealed adverse effects of teaching practice on teachers' professional development. For instance, the Teacher Education Research Project in Papua New Guinea (Ross, 1988 a and b, Avalos, 1989) revealed that the great emphasis put on the acquisition of teaching skills created problems in the programme. One problem was that student teachers and beginning teachers put all their efforts into showing evidence of their teaching skills in their lessons but showed little emphasis on explaining subject content to their pupils. Joyce (1988) also reported that lengthy field experience (TP) improved student teachers suspicion about innovative teaching methods and about the relevance of educational theory and research. The above discussed studies show the effects of practically oriented approach on teachers' professional development.

The supervisory process is also an important area that teacher educators are concerned about. Joyce and Showers (1980) proposed a support mechanism called 'coaching' to provide necessary backing for student teachers during their school practice. In a study, aimed at identifying factors facilitating teacher effectiveness during teaching practice, Sohoni (1977) observed that in situations where subject experts examined the lessons and provided necessary feedback,

there, effectiveness of student teachers' improved significantly. Indeed, feedback is a powerful component of teacher training. Brophy and Good (1985) reported that providing teachers necessary information about their classroom behaviour was sufficient to make significant changes in the way they interacted with students. Fagan and Walter (1982) conducted a comparative study with 107 public school teachers, 70 police officers and 87 nurses to find a significant relationship between having a mentor and job satisfaction. Beginning teachers, in particular, benefited from the guidance of a mentor.

However, supervision for teaching practice is not always a cheerful experience for student teachers. In a study (Hart, 1987), aimed at identifying student teachers' anxieties, two of the factors which emerged from the factor analysis were related to Teaching Practice. The two factors were evaluation anxiety (over evaluation by the teaching practice supervisor and by the other staff at school) and teaching practice requirements anxiety (over the need to meet and keep up with TP requirements). Subjects of this study were the students enrolled in Bachelor of Education (N= 24) and PGCE courses (N=18).

If there is a disparity between student teachers and school tutors'/ cooperating teachers'/master teachers' expectations or a conflict between university supervisors' and school tutors'/cooperating teachers'/master teachers' roles, teaching practice can be a painful experience for student teachers/teacher trainees. For bridging the gaps between student teachers and their tutors/supervisors expectations of their teaching practice and for making their efforts more meaningful Crompton (1978) suggested maintaining a better communication between student teachers and teacher trainers. Armaline and Hoover (1989) stated that initial field experiences should be organized and discussed in a partnership situation of student teachers and teacher trainers. Zeichner and colleagues (1988) also recognized a need to move towards closer collaboration between supervisors, cooperating teachers and student teachers in the process of teaching practice.

Playing the role of a participant observer, Koehler (1988) examined barriers to the effective supervision of student teaching. As revealed by the researcher, cooperating teachers' lack of ability or unwillingness to engage in reflections of theirs and the student teachers' classroom practices had a strong impact on student teachers' teaching skills. The role played and time occupied by the university supervisor was not sufficient to intervene effectively in the feedback process of teaching practice. This situation led Koehler (1988) to suggest a need for providing cooperating teachers with training in analysis of teaching and supervision techniques. 14 student teachers, 14 cooperating teachers and one university supervisor (the researcher) participated in this study. The above studies indicate the necessity of treating supervision for teaching practice as an indicator of student success in teacher education programmes.

Amount and type of contact with tutor in distance programmes as indicators of student success:

Face to face tutorials

In addition to the methods involved in teaching practice, the other distance teaching methods also have a strong impact on student success. For example, occasional tutorials held at regional centres provide opportunities for teachers to maintain a considerable amount of student (teacher) - tutor contact and student - student contact. Millard (1985) carried out a research to find out why students taking Education (many are teachers) and Social Science courses in the Open University (UK) attended face-to-face tutorials. 43% of students expected that tutorials would help them to develop personal relationships with their tutors and fellow students while 77% expressed their concern to have for their tutors help and guidance. 63% of the sample wanted to have the relevance of course material made clear. Interestingly Millard found a significant relationship between tutorial attendance and student success in terms of course results.

All the three teacher education programmes discussed in the second chapter rely on face-to-face teaching as a way of transferring relevant teaching skills to teacher trainees. Teacher trainees themselves feel that face-to-face meetings with their tutors and/or supervisors are essential for their professional development. By studying a sample of PGDE students (teachers) at the Open University of Sri Lanka, Wijeratne (1988) noted that teachers were more in favour of face-to-face sessions than the other students. These teachers felt that audio-visual media were not strong and effective enough to replace the face-to-face component in teacher education. Furthermore, this study revealed that teachers regarded face-to-face sessions as an effective way of improving their psychological satisfaction, sense of belonging, self confidence and emotional security. As discussed in the Second Chapter, Nielsen and Tatto (1990) also stressed a need for providing live feedback so as to improve necessary teaching skills of student teachers.

Is 'physical separation' a general problem for distance learners? There is substantial evidence to prove that many distance learners are in a disadvantageous position because of not having adequate opportunities to interact with their tutors and fellow students. Many studies which examined dropout/ success phenomenon in relation to the Tinto Model (Malley, Brown and Williams, 1976, Sweet, 1986, Taylor 1986, Bernard and Anderson, 1989) revealed similar findings.

Comparing the differences between face-to-face learners and distance learners, Kahl and Cropley (1986) recognized that distance learners were more isolated and experienced lower levels of self-confidence. Nearly half of the distance learners in their study reported that they did not receive any opportunity to discuss course related problems with anybody. Researching the attitudes of students who were not well-disposed to correspondence study, Thompson (1990) revealed similar findings. Gibbs and Durbridge (1976) found that tutors qualities like 'warmth', enthusiasm and empathy increased student motivation. Teacher trainees as the target group of the present study, especially

want their tutors and/or supervisors to be friendly, helpful, cooperative and competent in order to maintain a 'guided didactic conversation' with them. Brady (1976) also found a clear correlation between students experienced 'learning trauma' and description of unfavourable interaction with the tutor. The above discussion suggests that how far the distance programme is face-to-face is one of the factors affecting student success among student teachers/teacher trainees continuing studies at a distance.

Telephone tutorials and other distant contact

Many distance institutions provide students with telephone contact as a substitute for face-to-face meetings. Unfortunately there is little evidence about what impact such tutorials have on student success in teacher training programmes and what attributes are the most important. So there is a need to examine research available in some other fields. Using information recorded by 25 tutors in OLI Institute (British Columbia) regarding the contact of 57 students during a semester, Scale (1984) found a greater association between student initiated calls and student persistence. Crawford's study (1991) supported Scales idea by pointing out that students who initiated calls to tutors had shown more likelihood of completion. Flink (1978) also noted that systematic telephone tutoring in support of correspondence instruction was a positive experience for all students studied. In contrast, Ahlm (1972) observed a non-significant difference between those students who called their tutor and those who did not with regard to assignment results and the pace with which the student finished the course. In Blom's study (1986), 53% students refused the offer of telephone support. Beijer (1972) also observed that only 23% of traditional correspondence students wanted supplementary contact by telephone with their tutor.

Though telephone tutoring may not be the most important tutorial support for distance and correspondence learners, some researchers have focused their attention on the use of mail as an effective way of bridging the gap between students and institution. Rekkedal (1983 b) reported a series of research studies

carried out in NKI school in Norway with the intention of improving student persistence. It is interesting to find out the impact of distant contact on student teachers/teacher trainees studying at distance in the context of this research. We must not forget the fact that many distance institutions in developing countries, like the OUSL in Sri Lanka, rely on face-to-face contact as the only possible way of maintaining relationship with distance learners.

Feedback on assignments

Avalos (1985) considered feedback as a powerful component of teacher training. Studying 32 different institutions Baath (cited in Holmberg 1980) concluded that giving course members effective feedback, helping them to correct their mistakes and to control their progress was the most important factor given by respondents in allaying withdrawal. By introducing the theory of 'guided didactic conversation' Holmberg also stressed that real or simulated conversation between student and the institution may "promote study pleasure and motivation" and "favourable feelings and personal relations" (Holmberg, 1983, p 115).

Focusing on drop-out studies, McLellan (1981) found that withdrawers from the AST diploma course stated their desire for constructive and corrective feedback on their assignments. Mostly students received assignments with nothing but grades. This situation might hinder student participation in the AST programme. Turn-round time of the assignments is another important course characteristic which seems to be affecting student success and dropout. Rekkedal (1973) observed a remarkable increase in the course completion rates of the NKI programme by reducing turn-around time for tutor feedback from median of 8.3 days (control group) to 5.6 days (experimental group). Baath (1980) also found supporting evidence to suggest that postal two-way communication had an important impact on student completion. This situation suggests that provision of high quality feedback will facilitate student success in teacher education programmes at a distance.

Guidance and advisory support

Some researchers have concentrated on finding ways to improve students' independence and autonomy while others believe that distance learners need help in defining their immediate and long term objectives, balancing their priorities, managing time effectively, and evaluating progress continuously. Cooke and Pang (1991), McLellan (1981), Sohoni (1977) found supporting evidence for this in relation to the different student teacher samples they had studied. Turner (1985) studied the first year of teaching as seen through the eyes of three beginning teachers and concluded that beginning teachers need help but only if the helper attempts to know personally and understand the problems. Kennedy and Powell (1978) tried to gain an insight into the dropout problem in distance education on the basis of case study information recorded by two hundred counsellors on 1211 OUUK students. The study illustrated the interactive effects of student characteristics and their circumstances and stressed the requirement for skilled diagnostic counselling and the need for detailed course information for students.

The evaluation study conducted by Dock, Duncan and Kotalawala (1988) revealed that a sample of dropouts (N=57) related their major complaints to the inadequacy of support received from tutors. Discussing the reasons for experiencing a substantially lower attrition rate in the INSET programme than the other programmes in Papua New Guinea, Crossley, Smith and Bray (1985) pointed out the following reasons. "It was 'partly because they are in-service programmes catering for mature and motivated students in mid career and partly because the usual disadvantage of distance education were reduced by the relatively high level of field support and supervision that was built in the programme" (p 126). These considerations are important in identifying factors of student success in teacher education programmes conducted through distance mode. Teacher trainees/ student teachers as a special group of distance learners need personal advice and support to achieve the specific objectives of the programmes.

Contact with fellow students and colleagues as factors of student success

There is considerable evidence in the distance education context about the effect of peer group as a social and educational factor. In relation to teacher education, many researchers identified its positive influence on student success. 'Peer coaching' is one of the most influential types of coaching which exists in the field of teacher training. A collaborative, collegial relationship coupled with a willingness to support and share with others is an essential prerequisite for effective peer coaching. Joyce and Showers (1980) have tried to apply this concept into teacher training. Sparks (1983b) also introduced peer coaching as an important mechanism for giving teachers feedback about their classroom behaviour. In Millard's (1985) and, Kahl and Cropley's studies (1986) a substantial proportion of students expressed a need for discussing their problems with their fellow students. Campbell (1985), by analysing the thought patterns of eight student teachers found the integration of theory and practice to be a personal process facilitated by peer feedback. As Holly (1989) reports, 68 percent of American teachers and 63 percent of English teachers in the study, shared a view that they got ideas for their classrooms and insight into their work from other teachers. Interestingly, these discussions with other teachers mostly took place before and after school.

There is an interest in using peer groups as a distance teaching-learning method in other fields. Coldeway and Spencer (1980) noted that in instances where a peer tutor taught 10 distance students, student performance was not significantly different from students receiving instruction from personal tutors. Young et al.(1980) reported that group contact could play a humanizing, motivating and instructional role in a distance educational setting. Tinto (1975) also suggested that social integration leading to persistence can be obtained through sufficient friendship support from other colleagues. Bernard and Amundsen (1989) found that peer communication accounted for 5% of the variance explained in the Communication course which was consistent with the importance given peer contact by Tinto (1975).

The above discussion suggests that the educational environment in the form of quality of course, contact with tutor and fellow students and support system, affects student success in distance education programmes either in a negative or positive way. The findings of these research studies have helped the researcher with identifying relevant variables in relation to the context of the present research.

2. Family and work environment as indicators of success of teacher trainees/student teachers

The identified factors are presented under two categories:

School factors as indicators of student success

Schools play a substantial role in the process of teacher training. This impression led many researchers to consider school factors as an important part of their studies. Kilgrove, Ross and Jbikowski (1988) conducted a research study to identify the dynamic interplay of factors contributing to a reflective attitude (making own decisions in relation to teaching and learning and assuming responsibilities for those decisions) among beginning teachers. Using a questionnaire, conference reports and telephone interviews as main sources of their study, they were able to reveal that supportive school environment helped teachers to sustain a reflective approach to teaching. According to their findings, it is most likely that teachers can improve their reflective attitudes in situations where principals and colleagues provide support and suggestions and avoid giving prescriptive advice and where teachers are provided moderate control over decision making. In the light of their findings, Kilgrove, Ross and Jbikowski (1988) developed a strategy to help beginning teachers to maintain a close relationship with more experienced teachers in their schools. Zeichner (1988) suggests that student teachers socialization occurs at school sites. Pansegrau (1984) examined teachers perspectives and attitudes on in-service education and found that their in-school contact with colleagues played

a vital role. A similar situation was found in Avalos (1989) and Joyce and Showers (1980) studies.

Cooke and Pang (1991) carried out an investigation of graduate secondary school beginning teachers in Hong Kong, with the aim of collecting information about the experiences, needs and developments of beginning teachers and to identify the major personal and environmental factors affecting outcomes of the first year teaching. Comprehensive surveys and interviews with 129 beginning teachers and a survey of school principals provided the data for this study. Some of the problems identified and a variety of variables reported in this study were related to teachers' school environment. The identification of the effects of *teacher factors*, such as abilities, expectations, goals and attitudes; *environmental factors* such as task factors, pupil factors, colleague factors, school factors and induction factors; and interaction between personal and environmental factors as *interaction factors* provides a guiding framework for exploring student success in teacher education programmes. Also, they pointed a need for introducing better teaching methods, constructing teaching aids, arousing students interests in the subject matter, adjusting teaching according to student abilities and improving time management and counselling skills.

There is evidence to suggest that school factors affect in a negative way to teachers' professional development. Unlike full-time students, distance and correspondence learners are mostly in full-time or part-time employments and have families to take care of. The demands arising from their family and work environment are likely to take the priority over the demands of their studies. In McLellan's study (1981), the most critical factor identified in relation to high withdrawal rate was the demands and responsibilities associated with their job (teaching). The evaluation study conducted at the NIE, Sri Lanka (1988) and Cooke and Pang's study in Hong kong (1991) also revealed similar situations. Looking at the studies of drop-outs, Kember (1981) revealed that 'work take too much time' was the greatest difficulty of nearly half of the sample. In a

retrospective study, Glatter and Wedell (1971) observed similar reasons. (1) The strain of combining study with work, (2) Changed their career plan because of dissatisfaction with the work and (3) The increasing demands of interference with domestic responsibilities were the most common reasons given by the dropouts for not completing courses. Bartels (1984) also noted that dropouts in the Fernuniversitat had a greater problem integrating the requirements of their families, jobs and studies than those who continued the course. Many studies conducted at the Open University (UK) stressed job and domestic pressure as the most critical reason for student failure and discontinuance (Phythian and Clement 1980 , Woodley and McIntosh 1977). Therefore it is important to consider the effect of school factors when predicting student success in teacher education programmes.

Family factors as indicators of student success

The demands of academic study and teaching mostly conflict with domestic responsibilities of married teachers. Cooke and Rousseau (1984) and Grant (1987) reported that role conflict was greater for those who were married than those who were single. Parkes (1989) also found that married student did less well in their teaching practice than those who were single. In contrast, Powell, Conway and Ross (1990) reported that married students were more likely to experience success than single students in their first course at the Athabasca university.

In some studies, family support acted as a positive factor of student success. For example, McLellan (1981) found that persisters had more positive support from spouse and family compared with withdrawers. However, only a small number of studies that examined the effects of family factors with regards to teachers professional development could be located. So it is interesting to see how family factors have an impact on student success in teacher education programmes.

3. Personal characteristics as indicators of student success of teacher trainees/student teachers

Descriptive studies which focus on student demographic characteristics (age, gender, education etc) and/or personality and motivational factors are examined in this section. Before proceeding, however, it is very important to note that findings of different studies are equivocal. Also, few studies can be located regarding the effects of the characteristics of teacher trainees who are the target group of the present study.

Age as an indicator of student success

The role of age as a predictor of student success in teacher education programmes received little attention in the research literature. Only two studies could be located in relation to teacher education. In Parkes (1989) study, "the students who were most likely to obtain high course marks were those who entered university at a younger age than their peers, but who delayed PGCE training for some years after completing their first degree' (p 244). In another study, Kishimoto, Okatoo, Hayashi and Koyama (1981) tried to identify the actual conditions related to professional development of teachers in Japan and to establish a professional development and growth model. The findings showed that age played a significant role in explaining score patterns of 1040 teachers and this situation led them to develop a model according to teachers' age.

Studies related to dropout/persistence in distance education programmes also provide a sufficient framework for understanding the situation in teacher education programmes. For example, Rekkedal (1982) noted that at the NKI school in Germany, older students (over 27 years) completed their courses to a higher degree than younger students. Studies conducted at Athabasca University, Canada (AU Trends 1976), the Open University, UK (Woodley and Parlett, 1983) and at Fernuniversitat, Germany (Bartels, 1980) revealed a similar

trend. Researching the situation in Indiana University, USA, Gatz (1985) noted that distance learners between 17-18 years of age were more likely to dropout. Interestingly, Siqueira de Freitas and Lynch (1986) found a trend in the opposite direction. In their study, the highest rate of drop-out and unsuccessful persisters occurred among students over 30 years of age. In the light of these research findings, it is interesting to examine the impact of age on success of teacher trainees/student teachers as a special group of distance learners.

Gender as an indicator of student success

Evidence suggests that women are more likely to experience success in teacher education programmes than their counterparts. In Parkes's study (1989), the effect of gender was apparent. Female teachers obtained significantly higher teaching practice scores than male teachers. Entwistle and Wilson (1977) observed a similar trend (women were more likely to pass) in relation to undergraduate courses. Kornbort (1987 b) found that women were more likely to achieve good results in degree courses than men.

Gender seemed to be regarded as a primary factor in research studies on dropout and success. Many studies at Athabasca University and the Open University, UK, have shown that women continue their studies to a larger extent than men. Teaching is considered as a female dominated profession so there is a need to understand how gender factor affects on student success in teacher education programmes conducted through distance mode.

Educational qualifications and previous experience as indicators of student success

More qualifications and previous experience in teaching might facilitate teachers' professional development. The above mentioned Japanese study (Kishimoto, Okatoo, Hayashi and Koyama, 1981) indicated that length of experience played a vital role in explaining scoring patterns of teachers. Parkes (1989) also reported that previous experience in teaching had a significant

positive effect on overall PGCE performance. In some other fields, the impact of qualification and experience on student success could be observable. Rekkedal (1982) found a positive correlation between the level of education and all criteria of success in distance education. In contrast, Powell, Conway and Ross (1990) concluded that the level of previous education did not enter in their model as a significant predictive factor. Previous experience in distance learning seemed to have positive impact on students' later studies (Baath, 1980).

Other personality characteristics as indicators of student success

Goyal, Sabharwal and Tewari (1984) surveyed the characteristics of 749 teachers using multiple regression analysis. Their study revealed that teachers' intelligence, attitudes and personality factors were effective predictors of their achievement. The other student characteristics like motivation, study habits, learning styles and cognitive personality styles are no doubt of crucial importance in understanding the phenomenon of student success. Powell, Conway and Ross (1990) found that students who had concrete study habits were more likely to experience success in their first distance course at the Athabasca university. Teachers as professional have different kind of needs and interests in different stages of their career development (Lorties, 1975). Their career related goals may have a strong influence on their intrinsic motivation thereby keeping them in the programme.

Even though the evidence supports the view that intelligence and personality characteristics are important as indicators of student success/ completion/ drop-out they are not in the immediate concerns of the researcher. However, the impact of attitudes, career related goals and study habits on student success in the teacher education programmes will be examined in the model developing process.

3.5. Summary

This literature review shows that student success is a function of a complex mixture of variables. Unfortunately little is known about the success of graduate teacher trainees/student teachers as compared with the other distance learners. This situation makes a study of this kind more important. The descriptive studies and theoretical models discussed in this chapter provide a guiding framework for identifying the variables related to teacher education programmes. It is clear that dropout models proposed for the traditional educational setting and distance educational setting also facilitate the researcher's mission.

On the basis of the theoretical frameworks explored and descriptive studies indicated in this literature review, the present research is directed to develop a model which takes account the effects of academic and social integration variables, school factors, family factors and back ground factors on student success among teacher trainees/student teachers studying at a distance. Some of the variables (predictors) used in other educational settings have little relevance to the field of teacher education so special attention is given to the unique features of teacher education programmes and specific characteristics of teacher trainees/ student teachers in identifying indicators of success for the present study.

Chapter 4

The research problem and research methodology

4.1. Introduction to the research problem

The researcher's work as an OUSL lecturer and a University supervisor for Teaching Practice in the PGDE programme had provided a considerable opportunity to maintain a close relationship with teacher trainees and to discuss their major concerns about the programme. These relationships and discussions, together with informal discussions with members of staff at the OUSL and indications in their recent publications had provided a basis for this study. As highlighted in the first chapter, both students (teacher trainees) and academic staff shared a view that the quality of the PGDE programme should be improved in a way to meet needs and requirements of students. Given that the OUSL is currently considering the possibility of improving its support system so as to ensure high student success and low drop-out rates, it was felt that a study that could provide a guiding framework for identifying strengths and weaknesses of the existing system and making suggestions for change that would benefit the institution.

One possible approach was to carry out research on 'dropouts'. However, in general teacher education programmes have a lower dropout rate when compared with the other programmes. Also, the existing data (Chapter 1) shows that a considerable number of students enrolled in the PGDE programme either fail or dropout but it was impossible to identify those students and study their problems within the short time available. On the other hand, the data handling system of the OUSL is incapable of providing up to date information for such kind of research. Exploring ways and means to improve the quality of the existing correspondence teaching materials (mainly print) could be one other possibility but it would restrict the researcher's sample only to students in the PGDE programme. Also, the PGDE students were not easily accessible to

the researcher at the time that the study was planned. It was decided, therefore, to focus on identifying the factors that might have a strong influence on success among teacher trainees/ student teachers as a group of distance learners with the aim of building up a model.

The researcher's position as an OUSL lecturer and status as a postgraduate student at the OUUK gave access to students in both the OUUK and OUSL settings. Also, it allowed access to course co-ordinators and students in some PGCE part-time programmes conducted by higher education institutions in UK which used an OU course as a component of their teaching. Taking advantage of this position, it was decided to conduct a study that involved students in these three kind of programmes but the main emphasis would be on the OUSL and OUUK student populations. It was expected that this would allow the researcher to learn from and apply UK experience to the development of the OUSL teacher education programme.

Even though there were certain advantages in a study of this kind, the above decision, however had narrowed down the focus of this research in certain ways. Firstly, confidentiality of data meant that the researcher had no access to either the examination results or to drop-out data relating to individual students in the the OUUK or other teacher education institutions in UK. Secondly, the structural differences of the teacher education programmes selected for the study meant that there were no common measures of success or similar definition of dropout even if there had been access to data. Thirdly, it was highly unlikely that the researcher would be able to chose an UK student sample following a teacher education programmes similar to the OUSL programme. The interest group (OUSL) in this study was unqualified but established teachers who were getting initial training qualifications through distance learning methods. In the case of UK, it is a normal requirement for teachers to have a teaching qualification before coming to teaching. Therefore, the nearest situation was the teachers who are doing OUUK teacher education courses (through distance mode) leading to a postgraduate professional

qualification. The students in the part-time PGCE programme (UK) are graduates getting their initial teaching qualifications through college-based learning with an distance element (a full-description can be found in the next section of this chapter).

Therefore, the three student populations involved in this study had different objectives (i.e. initial training was the concern of the OUSL students compared with teacher upgrading in the case of OUUK students). Their mode of learning and student support systems were different. Despite these differences, these three populations had the following similarities. They were mainly teachers (a special selection procedure was followed to select teachers from the OUUK courses) or wishing to be teachers in the near future. All were working towards a teacher education professional qualification either through distance mode or at least with one distance component in their course. Also, all the PGDE (OUSL) and PGCE (UK) students and mostly the OUUK student were graduates. On the basis of the above mentioned similarities, this study is directed to identifying factors affecting 'self perceived success' among students at their particular stage within the distance learning/part-time teacher education programmes.

The focus of this research is different from the approach taken in most projects in the literature where a main objective was to explain or to predict 'drop-out'. Often though, they too are concerned to identify academic and social integration variables, school and family factors and personal background variables regarding these as being of substantial importance in relation to an examination of 'self-perceived success' in teacher education programmes as explained by 'non success'. The link with their studies is that variables that they tend to use as intervening variables (i.e. self perceived success mid way through the course) are studied here in their own right as dependent variables.

The researcher's particular interest was to identify the contributions made by the following variables: variables related to course structure (e.g. applicability of

course to practice) and also other course related factors (e.g. its perceived value and the support for the study offered by the institution, interaction with staff and institution) support offered by family and school and students' background characteristics (e.g. level of qualification, experience in teaching etc) .

Therefore the main aim of this research can be defined as the development of models of student self-perceived success in distance learning/part-time teacher education programmes which take account the contribution of course related factors and also external variables related to student and her/his school. The three courses within which the models are developed are (1) the PGDE programme of the OUSL, (2) OUUK teacher education courses and (3) the part-time PGCE programmes run by higher education institutions in collaboration with the OUUK. The initial hypothesis at this stage, is that factors external to the course (e.g. related to home and school environment) would contribute to self-perceived success or failure as well as the course-related variables. Tutor and student contact would have a significant part to play in 'self-perceived success'.

4.2. The characteristics of the three teacher education programmes

The characteristics of the PGDE programme of Open University of Sri Lanka were presented in detail in the first chapter but the characteristics of the teacher education programmes at the Open University of UK and the PGCE programmes in UK will be discussed here.

The characteristics of the teacher education programmes at the OUUK

The OU has been offering education courses aimed at teacher upgrading and professional development since 1971. Advanced diploma in educational management, Advanced diploma in mathematics education, Advanced diploma in special needs in education and Advanced diploma in technology in school are four of the courses particularly designed for the secondary school teachers to develop their competencies and skills in desired fields. Those

courses have a great emphasis on the theory and practice of teaching and learning and have been recognized for the promotions and salary increases of the teachers in different LEAs.

Depending on the requirements of the course, students are allocated to tutors and/or tutor counsellors who can be contacted by letter, telephone or in person and during group meetings. Face to face tutorial sessions are held at regional centres and they vary according to the course but attendance at tutorials is not compulsory. Students continue their studies at home using the material provided and follow a time schedule prepared by the course team for the submission of assignments. Assessment is by course work and a final examination each of which accounts for 50 percent of the final mark. At higher levels (e.g. Advanced Diploma in Education Courses, Part B) project assignments play an important role in developing practical skills as well as in assessing student progress.

The characteristics of the PGCE programmes run by other teacher education institutions in UK

Recently many higher education institutions (UK) have introduced two year part-time Post Graduate Certificate in Education courses as a substitute to full-time one year PGCE. These part-time PGCE courses are run by different institutions using EP 228, (Frameworks for Teaching) OUUK course as one of the main elements of their college-based course. The students in the PGCE programmes spend a considerable amount of their training time in their practicing schools under the supervision of a mentor/school tutor/ associate tutor. They come to college only one day per week (or according to the schedules provided by their institutions) either to meet their academic tutors or to attend tutorials, lectures and discussions. For EP 228 course, the OUUK provides access to a tutor and the course is OU assessed. The colleges take care of the other academic components and the supervision for teaching practice. The OUUK tutors work collaboratively with college tutors, associate tutors/

Figure 4.1.
Similarities and differences between the three teacher education programmes

	OUSL	OUUK	PGCE
<u>Focus of the programme</u>			
Objectives	Initial training	Teacher upgrading	Initial training
Qualification studied for	Post Graduate Diploma in Education	Advanced Diploma in Education	Post Graduate Certificate in Education
Focus of the course	Primary and secondary teaching	Primary and secondary teaching	Secondary only
Mode	Distance	Distance	College-based, but use OU material
Length of the course	2 yrs (max. 5 yrs)	2-3 years	2 years
<u>Nature of students</u>			
Educational qualification	All graduates	Mostly graduates	All graduates
Teaching qualifi:	No (uncertificated)	Mostly qualified	No (some qualified in their countries)
Occupation	All teachers	Mostly teachers	Some are teachers; others getting qualifications to teach
<u>Tuition method</u>			
Personal tutoring	None	Personal tutor	1. College tutor 2. OUSL tutor
Amount of face to face teaching	8 day schools over two years tutorials	Varied, always some tutorials/ day schools	Substantial- attend to college according to schedules
Teaching Practice supervision	Supervision from Master Teachers 5 visits to school	Not applicable	Supervision from Mentors- based in the same school
Nature of contact	Lectures, workshops varies according to subject	Varies, includes tutorials, tele- phone tutorials	Varies, includes group discussions tutorials
<u>Assessment</u>			
Assignments	Marked by different tutors (on contract)	Marked by their OU tutor	OUUK tutors College tutors
Final assessment	Assignment grades; final exam and Teaching Practice	Assignment grades; and final exam	Continuous assessment and Teaching Practice

tutors/mentors (in schools) and super tutors/mentors (appointed by the LEA) to help students with their problems and to maintain the course in a satisfactory standard. Their progress is assessed on their teaching practice and on the marks received for the assignments (completed as a part of the OUUK course and as a part of college course). When they complete their course successfully they are awarded a qualified status and after a probationary period they will become fully qualified teachers.

4.3. Primary decisions about data collection methods and sampling:

Data collection methods

Focusing on developing models of student success for teacher education programmes conducted through distance mode as one of the main objective of this study, a substantial number of respondents were needed to permit analysis of various factors relating to student success, using techniques such as univariate and multivariate analyses. This pointed to self-administered questionnaires rather than interviews. Also, the researcher's intention to use SPSS statistical system for data analysis necessitated using semi-structured questionnaires. In the case of the PGCE students the self-administered questionnaires could be delivered through course co-ordinators. For the PGDE students (OUSL), there was a possibility that the researcher could administer a questionnaire at day schools and collect as many questionnaires as possible without any delays. So a decision was taken to design a questionnaire which could be administered to all three groups. A questionnaire parallel to students' questionnaire was developed for tutors.

The researcher was aware of the features of the PGDE programme and the characteristics of the students. In order to further the understanding about the main aspects of the study and to design a common questionnaire, it was important to get an insight into student characteristics, main features of the teacher education programmes and major concerns of students and academic staff involved in the programmes in UK. Therefore in-depth interviews with a

small number of the OUUK and part-time PGCE (UK) students and informal discussions with course co-ordinators were designed as a part of the study.

Sampling

With the intention of developing 'self-perceived success' models and doing a comparative study, a large sample was targeted for the study. It was decided that the target population for this study had to be teachers studying a professional teacher education course at the postgraduate level conducted through the distance mode or with some distance materials in their course. Figure 4.1 summarises the main characteristics of the three programmes and the nature of the students. Though each programme satisfies the basic conditions, that is professional post graduate courses for teachers, there are many differences. In particular, it can be noted that the two UK programmes have a substantial amount of tutor support whereas the Sri Lankan PGDE has little contact with tutor. One of the things of interest is to find out that a success model helpful to the Sri Lanka situation can be identified.

The pilot study was limited to eight part-time PGCE students at the Thames Polytechnic. The OUUK students were invited to participate in the interview but their responses were not satisfactory. Therefore a decision was taken to get an understanding about OUUK students in the light of the experiences of the academic staff.

For the survey, it was planned to administer the questionnaire to approximately 800 students enrolled in the PGDE programme. When drawing the sample, special care was taken to represent four main regions and both first year and second year students. In addition, a decision was taken to interview a small number of students to improve the richness of data.

Student numbers were sufficient to draw a random sample from the OUUK teacher education courses but there was a need to restrict the sample only to

practising or qualified teachers. However, 400 students could be selected randomly after stratifying them according to courses and occupations.

Five higher education institutions conducting part-time PGCE programmes agreed to help with the distribution of the questionnaire but the problem was that students were small in number (nearly 100 in all five institutions) and they were at a variety of stages. The names of the five institutions are: Thames Polytechnic, Bristol University, Brunel University, London University and Keele University. However, considering the requirements of the study, a decision was taken to include all the students in the study.

The target tutor sample was five tutors from the PGDE programme, five from the OUUK and five from the PGCE institutions (one tutor from each).

4.4. Pilot study - In-depth interviews and Informal discussions

The background characteristics of the interview respondents:

In-depth interviews were conducted with eight PGCE students at Thames Polytechnic. Four of them had enroled in the Articled Teaching Scheme ¹ and the others were enroled in the Licensed Teaching Scheme ². Tables 4.1 and 4.2 show their background characteristics. According to Table 4.1, their ages ranged from 22 to 36 . Three of them had teaching experience either as a teacher or an university lecturer but those experiences were limited to their own countries, i.e. countries other than Britain (Table 4.2). They had been following the PGCE

Background characteristics of the interview respondents - age by sex

	Sex Male	Female	Total
Age			
22- 25 years	01	03	04
32- 36 years	03	01	04
Total	04	04	04

Table 4.1

programme in order to qualify as teachers in Britain.

**Background characteristics of the interview respondents-
Educational qualification by work experience**

	work experience			
	Teaching	Other	No exp:	Total
Ed.Qualifications				
Degree	02	01	01	04
Post degree	01	03	00	04
Total	03	04	01	08

Table 4.2

Interview schedule

Areas to be covered in the interviews were based on the researcher's personal experience about the PGDE students and factors identified by the literature as important in 'student success'. The following three questions summarise the focus of the interviews.

1. What factors facilitate student success in teacher education programmes conducted through distance mode ?
2. How important are the contact with tutor and fellow students in determining student success in those teacher education programmes?
3. What procedures have been taken by teacher education institutions in England to maintain a close relationship between students and teachers and between students and students ?

In order to carry out the interviews in an exploratory way, a less-structured inquiry approach was followed. The open ended type of interview schedule (given in Appendix 1) served not only as a guide-line for the interviews but also as a criterion for maintaining a similar kind of relationship with each interviewee.

Conducting the interviews

The interviews took place in a separate room. During each interview the researcher explained the purpose of the study and reiterated the confidentiality of the information collected. The atmosphere was informal and friendly so that students could express their views without any hesitation. As long as the interviewees remained in the desired structure they were not disturbed by probing questions and the interviewer tried to follow the role of a listener. With the permission of the interviewees the interviews were recorded and brief field notes were taken at the same time so as to monitor the interview procedure. All the eight interviews were carried out within three days (not consecutive) and each interview lasted more than 45 minutes.

Informal discussions

With the aim of examining the structure of the PGCE course and teacher education courses at the OUUK, and identifying the crucial factors that might have an important bearing on student success, several discussions were carried out with the course co-ordinators at the Thames polytechnic and the Open University. The depth of these discussions were sufficient enough to get a general feeling about the structure of the course and students' major concerns about the course.

Findings for the interviews

Having listened to the audio tapes several times comparing them with the brief field notes, all the recorded interviews were transcribed into written notes. Then the respondents' statements were carefully examined to identify the crucial factors. The identified factors were grouped into two categories as facilitating and hindering by considering the impression reflected from each statement. A brief summary of the interviews is given below but a detailed description can be found in Appendix 2, Figures 1 to 8.

* Student background, environmental, and academic and social integration variables are important in understanding student success in the PGCE programme. Especially the effect of the academic and social integration variables (contact with tutor and fellow students) was observable. Both students and staff shared a view that contact with tutor/mentor and other students plays a major role in the PGCE programme. Also, the days spend in college/university seemed to be important as the days spend in schools. In addition, student teachers expressed positive feelings about the OUUK course material (Framework for teaching).

* Teaching practice is an essential component of their professional training. The competency and empathy of school supervisor/tutor is important for improving necessary skills as well as their satisfaction in the programme.

* It is more likely that the effect of unfavourable environmental factors can be weakened by strengthening the effect of academic and social integration variables.

4.5. Survey study - Teacher education questionnaires I and II

Data collection instruments

Two questionnaires and a interview schedule were developed for data collection in this study.

- (1) Teacher education questionnaire I for students
- (2) Teacher education questionnaire II for tutors
- (3) Interview schedule

Developing "Teacher education questionnaire I

Stage I:

After the in-depth interviews with eight PGCE students and a literature search on student success and dropout, the initial choice of variables was made. The

major task was constructing the statements for identifying the impact of selected variables on self perceived student success. In the initial stage, 90 statements (30 positive, 30 negative and 30 neutral) relating to these variables were constructed. These statements were randomly numbered, then placed after the background questions (section 1) in the questionnaire. The developed questionnaire was distributed among ten members of staff of the OUUK with a covering letter indicating the main purpose of the questionnaire and inviting them to make necessary comments. Those ten lecturers had first hand experience in doing similar types of research so it was expected that they might be able to provide sufficient feedback on the structure as well as the wording of the questionnaire. Their main recommendations can be summarised as follows:

- * The questionnaire must not be too long. Short questionnaires always have a good response rate.
- * There is no point in including positive, negative and neutral sentences to measure each variable. It consumes a larger space in the questionnaire, demands more respondent's time and it is highly unlikely that this structure will increase the validity and reliability of the findings.
- * It is worth considering the possibility of using other objective type questions, as many as possible, to get strong measures on the factors affecting student success in the programmes concerned.

Considering these recommendations, an attempt was made to construct more objective type questions and open ended questions. In addition to the statements included. The outcome was a very long questionnaire with over 100 items. In order to shorten the questionnaire, neutral statements were excluded, then negative and positive sentences were placed side by side to form a semantic differential scale. When the second distribution had been made, many (of the 10 lecturers) suggested changing the format of the semantic differential scale so as to produce strong measures on the variables concerned. In their opinion, the inclusion of positive statements or negative statements

alone might encourage respondents to give partial information about their feelings thereby introducing an error to the findings. In order to avoid such errors, 44 statements were selected (27 positive and 17 negative) and placed in the questionnaire with the other objective type and open-ended questions.

Stage II:

In the second stage, the designed questionnaire was either mailed or handed over to the course co-ordinators of the PGCE course (five institutions), Advanced Diploma in Education (OUUK) and the PGDE programme (OUSL). Their cooperation was sought to check the applicability and relevance of the questionnaire to their student populations and to give more feedback wherever necessary. The researcher strongly believed that the course co-ordinators would be able to give a fair judgement about the questionnaire.

Stage III

The questionnaire was edited for the fourth time on the basis of the comments made by the course co-ordinators then piloted with a group of full-time research students of the OUUK. They were asked to concentrate on the structure, wordings (especially the instructions) and the length of the questionnaire. Then the final draft of the questionnaire was prepared. At the same time, the questionnaire was translated into Sinhalese language (the researcher and a colleague worked together to fulfil this task) and sent to five senior members of the staff of the Education Unit , OUSL (including the Head of the Department) for editing. They were instructed to work as a team in the process of editing the questionnaire.

The final questionnaire consisted of four main sections and contained a rather large number of items. They were included in order to provide a comprehensive coverage for various constructs in the model and to obtain more reliable measures. The four sections and their emphasis are given below.

1. *Demographic data* - Age, Gender, Level of Qualifications ,Work experiences,Type of the household, Children living with self . 11 objective type questions were included.
2. *Course related* - Sponsorship, study goals, reasons for choosing the course, study time and style, tutor- fellow contact, grades for assignments etc. 12 objective type questions were included in this section.
3. *Study environment and course* - In this section students were asked to indicate their agreement on 44 statements (according to a seven point scale). Each statement illustrated either a positive or negative relationship between background, family, school or course related variables and their studies.
4. *Comments on their teacher education course* - Students in all the three samples were asked to comment on 6 open-ended questions. The OUSL students were invited to give more information about the existing conditions of the PGDE programme and its future developments (10 open-ended questions). The final questionnaire is in Appendix 3 .

Developing 'Teacher education questionnaire II'

14 open ended questions were developed parallel to the items in the student questionnaire. Two members of staff of the OUUK were consulted in this process. The orientation of the questionnaire (Appendix 4) was towards the main features of the course in which those tutors had been involved. In addition, the tutors were invited to express their personal impressions about the course and the needs and problems of the students. It was believed that their relationship with the students was close enough and sufficient enough to provide such kind of information.

Interview schedule

The interview schedule was developed in parallel with the open-ended questions included in the Teacher education questionnaire I.

Administration of questionnaires and conducting interviews

In order to overcome practical difficulties, the researcher followed three different procedures for administering the Teacher Education questionnaire I and II.

1. There were ten institutions conducting PGCE part-time courses in collaboration with the OUUK so, in the first place, an introductory letter was mailed explaining the purpose of the survey and asking their co-operation in distributing the questionnaires. Five institutions offered considerable help. Therefore all the PGCE students registered with those five institutions and their tutors were handed the questionnaire by their course co-ordinators with a reply paid envelope. A follow up letter was sent to course co-ordinators after the initial mailing.
2. The questionnaires were mailed to the OUUK students and tutors with a reply paid envelope and a covering letter from the survey committee of the OUUK.
3. The Sinhala translation of the questionnaire was administered to the PGDE students (OUSL) at their day schools. By including the administration of the questionnaire as one of the items of the day schools of the PGDE programme, the intention was to collect as many completed questionnaires as possible within the limited time available (the researcher had been given three weeks for this task). Each student was given a maximum of one hour to complete the questionnaire. The researcher herself explained the purpose of the survey and asked their co-operation for improving the quality of the PGDE programme. The tutors were handed the questionnaire at the OUSL.

Each completed questionnaire was checked for missing data and was numbered. Then all the data had been transferred to coding sheets (Appendix 5) so as to make it easier to carry with the researcher when travelling from Sri Lanka to England.

Interviews with eight OUSL students had taken place in their regional centres in the form of discussions. Each interview lasted nearly 30 minutes and they were undertaken in Sinhalese language. With the permission of the respondents, interviews were recorded. Later, the recorded interviews were translated into English.

Respondents in the main study

Survey respondents:

After excluding the cases with missing data on key variables, there were 830 (63.8% of response rate) usable questionnaires. These questionnaires belonged to 57 PGCE students, 209 OUUK students and 564 PGDE (OUSL) students. Therefore PGCE students formed the smallest respondents group in this study. The number of the PGDE respondents were twice as big as the number of OUUK respondents. Table 4.3 indicates the expected number of respondents and the actual number of respondents in the survey study.

No. of respondents in the survey study - according to their course

Course name	Expected no. of respondents	Actual no. of respondents	Response rate
PGCE	100	57	57%
PGDE	800	564	70.5%
Ad.DIP.	400	209	52.3%
Total	1300	830	63.8%

Table 4.3.

Nearly 2/3 of the respondents (66.3%) were female. 71.8 percent of the male respondents and 60.9 percent of the female respondents were in the age range of 31-40. As Table 4.3 indicates, the percentage of young male respondents (76.8%) was higher than the percentage of young female respondents (68.4%)

The respondents in the survey study - age by sex

Sex	Age			Total
	21-30	31-40	41 over	
Male	14 (5.0%)	201 (71.8%)	65 (23.2%)	280 (33.7%)
Female	41 (7.5%)	335 (60.9%)	174 (31.6%)	550 (66.3%)
Total	55 (6.6%)	536 (64.6%)	239 (28.8%)	830 (100%)

Table 4.4.

Interview respondents:

In order to take a close look at student major concerns about the existing conditions of the PGDE programme and its future requirements, 8 students (OUSL) enrolled in the programme were interviewed. Four of them were male and four were female students. These 8 students represented four regions of the OUSL.

Tutors:

With the intention of examining the course structures, student support systems and student problems in relation to the programmes studied, a tutor's questionnaire was developed and mailed to each institution. One tutor from each PGCE institution , five from the OUUK and five from the OUSL completed the Teacher Education Questionnaire II.

Developing a coding frame for the open-ended questions

The SPSS statistical system was chosen for data analysis so a coding system was developed to record the open- ended answers. Special care was taken to maintain the quality of the information while transferring open-ended answers to a numerical form. The procedure followed was very similar to 'network' analysis introduced by Bliss, Monk and Ogborn (1983). As they state, network

"is an extension of the similar business of putting things into categories" (Bliss, Monk and Ogborn, 1983, p 8).

Using the stratified random sampling method, 250 questionnaires were selected for this small scale analysis. The answers were carefully read then recorded on separate sheets with an item identification number. Considering the similarities as well as the differences of the answers given, an effort was made to relate them into categories. In addition to this 'bottom up' procedure, the findings of the pilot study and the literature review made it possible to follow a 'top down' procedure to relate answers into more delicate categories (Bliss, Monk and Ogborn 1983) .

The identified categories contained sub-categories varying in number and depth. Sub categories had their own categories. In order to make it easier to identify the main categories and their sub-categories and to apply them in the SPSS system, each category had been given a numerical value. The categorising procedure described above was similar to 'network' (Bliss, Monk and Ogborn 1983) but a different coding system was developed considering the requirements of the research. By identifying categories and indicating them as three or four codes (depending on the situation) it was expected to maintain the richness of the information as much as possible.

An example of the coding system developed for the open-ended answers in the Teacher Education Questionnaire I

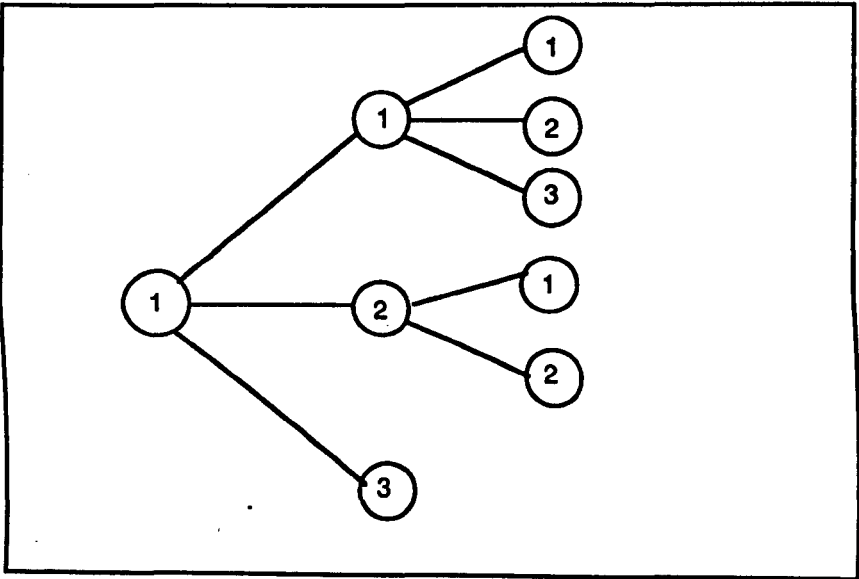


Figure 4.2

According to the example illustrated in Figure 4.2, category 1 has three sub-categories (1,2,3). Sub-category 1 and 2 have further sub-categories { (1,2,3) (1,2)} but sub-category 3 has none. According to the coding system developed, these categories will have the codes indicated in Figure 4.3.

An example of the developed coding system

	codes	description
111	(1= main , 1= sub , 1= further)	
112	(1= main , 1= sub , 2- further)	
113	(1= main , 1= sub , 3= further)	
121	(1= main , 2= sub , 1= further)	
122	(1= main , 2= sub , 2= further)	
130	(1= main , 3= sub , 0= no further)	

Figure 4. 3

(First number indicates the main category, second number indicates the sub category and the third number further categories if available)

The following steps were taken to increase the validity of the developed categories and their codings. A sample of full-time research students (OUUK) were given the developed categories (Appendix 6) with a list of open ended answers. They were asked to relate the answers to the categories using the coding system developed. Then their answers (suggested categories) were compared with those of the researcher. Interestingly for many categories, no significant difference was found. In situations where a substantial difference was found, the categories were edited then the same verification procedure was repeated. After the development of the coding system, each open-ended answer was carefully read, then the relevant codes were indicated in front of the answer. A graphical presentation of developed categories and their descriptions can be found in Appendix 6 and 7. Finally, all the data were transferred into computer files.

4.5. Statistical procedures for data analysis

Factor analysis , regression analysis and discriminant analysis were the main statistical procedures used in this study.

Factor analysis:

In this study, factor analysis has been used as a mean of exploring data for possible reduction and for identification of underlying dimensions of different data sets. Because of the differences in the sample sizes (OUUK=209, OUSL=564, PGCE=57) the researcher was concerned that the pattern of association found between measures in larger samples would tend to dominate results. Therefore factor analyses were computed separately for OUSL and OUUK samples after submitting them to a common factor analysis (OUSL+OUUK+PGCE). As it is unwise to use fewer than 100 cases in factor analysis (Youngman, 1979) PGCE sample had to be included in the common factor analysis.

When computing factor analysis for each data set, all the missing data were treated by pairwise deletion. In that way a missing value for a particular

variable causes that case to be eliminated from calculations involving that variable only. Principal Component Analysis was chosen as the method for extracting factors because it is mathematically satisfying (Kerlinger, 1973, p 667) and it summarises the data by means of a linear combination of observed data (Youngman, 1979). In addition when applied with varimax rotation the relationship between variables can be clarified (Youngman, 1979, p112).

Regression analysis:

Multiple regression analysis was the second major analytical method employed in this research. It indicates the overall effects of a particular independent variable on a criterion variable when all the other independent variables in the equation are held constant. In order to use multiple regression analysis in this research, the following assumptions had to be met.

First assumption is that none of the variables is perfectly correlated (.70 as Kerlinger and Pedhazer suggested, 1973, p 94) with another variable or a linear combination with other independent variables. By regressing each independent variable on all the other independent variables, multicollinearity was found not to be a problem in this research. These findings also met the assumption that the linear relationship between the variables was additive, not multiplicative. In addition, the error terms were assumed to be independent and normally distributed in the data (Kohaut, 1975). As regression analysis is fairly 'robust' (Kerlinger and Pedhazer, 1973) it could be assumed that the parameter estimates are not meaningfully influenced by the violation of those assumptions.

Using path analysis, it would be possible to develop a more parsimonious model but the interest in this research was to study the diversity in each set of variables that exists in the real world.

Discriminant analysis:

Discriminant analysis was conducted to identify the major differences between OUSL and OUUK student populations. As recommended by Stevens (1986) both the standardized coefficients and variable correlations were used for interpreting the discriminant functions. The assumptions that had to be met were equivalent to multiple regression.

4.6. Summary

This research is focused on identification of the factors and development of a model of 'self-perceived success' of teacher trainees/student teachers studying at a distance. In-depth interviews were carried out with a small number of PGCE students (UK) as an initial approach to the model developing process. Two questionnaires were developed, then administered to students and tutors concerned. Interviews were carried out with a small number of PGDE students as a part of the survey study. After the development of a coding frame for the open ended answers, the frequency distributions, cross tabulations and correlations of the three groups were carefully examined to get a general feeling about the nature of the respondents and the patterns of the variables. In the next chapter, results of a series of factor analyses and discriminant analyses are presented as two main stages of the model developing process.

Chapter 5

Stages in the development of the model

5.1. Introduction

In this chapter, the stages in the development of the predictive model are discussed. As an initial step towards the model developing process, frequency distributions, cross tabulations and correlations of the variables were examined. Then 28 selected variables were submitted to a series of factor analyses. The similarities of the factorial structures of the three respondent groups were sufficiently promising that the researcher could use a common factorial structure for further analyses. The initial differences of the two main groups were identified by means of discriminant analyses. Finally, a model was developed and tested by using a series of stepwise multiple regression analyses.

5.2. Identification of the nature of respondents and their perceptions of success

The analysis of this study is mainly based on the data supplied by 830 students enrolled in the PGDE (OUSL), OUUK and PGCE part-time teacher education programmes. In the primary stage of the analysis, an attempt was made to identify the nature of those students and their perceptions of success by looking at frequency distributions and cross tabulations. It was believed that this type of investigation would permit the researcher to examine the patterns and the directions of the responses which could then be used as a baseline for multivariate and univariate analyses. Included in this section are frequency distributions of some variables that might have a direct relationship to the main aspects of this study. It is important to note that after an initial inspection, some items had to be re-coded so as to improve the linearity of the distribution therefore reported frequencies are based on those re-codings.

Respondents' employment, educational qualifications and service in teaching

One of the pre-assumptions that led this study to a comparative study was that the respondents were members of the same occupational culture. As the Table 5.1 shows, 87.0% of the respondents were teachers (full-time or part-time). Considering samples separately, 92.3 % of the OUUK respondents and 88.6 % of the OUSL respondents indicated that they were either full-time or part-time teachers. Nearly 12% of respondents in the OUSL group placed themselves in the other category but their occupations mostly related to lecturer/instructor/demonstrator etc. Only 50.9 % of the PGCE respondents considered themselves as full-time or part-time teachers. It was reasonable to consider 49.1% of the PGCE respondents, those who put themselves in the 'other' category also as teachers, because they had been training to be teachers in the near future.

The three respondent groups according to their employment

Employment	OVERALL	OUUK	OUSL	PGCE
full-time teacher	670 (80.7%)	167 (79.9%)	470 (83.3%)	23 (40.4%)
part-time teacher	52 (6.3%)	26 (12.4%)	30 (5.3%)	06 (10.5%)
other	108 (13.0%)	16 (7.7%)	64 (11.4%)	28 (49.1%)
Total	830	209	564	57

Table 5.1.

Another pre-assumption was that the three groups of respondents would be similar in their level of education. As expected, a substantial proportion (79.5%) of the respondents in the study had degree qualifications. Looking at each group separately, 76. 6% of the OUUK respondents, 94.4% of the OUSL respondents and 94.7% of the PGCE respondents belonged to this category

(Table 5.2.). The above situation was promising that the researcher could direct this research towards developing a success model. .

The three respondent groups according to their qualifications

Ed. Qualification	OVERALL	OUUK	OUSL	PGCE
Teaching certifi:	56 (6.7%)	49 (23.4%)	4 (0.7%)	03 (5.3%)
Degree	660 (79.5%)	80 (38.3%)	542 (96.1%)	38 (66.6%)
Post dip; or high	114 (14.7%)	80 (38.3%)	18 (3.3%)	16 (28.1%)
Total	830	209	564	57

Table 5.2.

Surprisingly, a considerable proportion of the OUUK and OUSL teachers reported a long service in teaching (4-10 years or more than 10 years). However, in the OUUK group, more than 75 % of the respondents had more than 10 years experience where as in the PGCE group, nearly 72 % of the respondents had less than 4 years of teaching experience (Table 5.3). Therefore it was interesting to see how this variation might have an impact on respondents' perception of success.

The three respondent groups according to their experience in teaching

Exp: in teaching	OVERALL	OUUK	OUSL	PGCE
less than 4 years	66 (8.0%)	11 (5.3%)	14 (2.5%)	41 (71.9%)
4-10 years	370 (44.5%)	41 (19.6%)	322 (57.1%)	07 (12.3%)
more than 10 yrs	394 (47.5)	157 (75.1%)	228 (40.4%)	09 (15.8%)
Total	830	209	564	57

Table 5.3.

Contact with tutors as a basic requirement for educating teachers

The researcher was aware that the patterns of tutor-student contact at the OUUK and at the OUSL were different. Also, the OUUK teacher education programmes are aimed at upgrading teachers, whose initial teaching skills have already been improved up to a certain extent. Within this context, it is

Statement: A *I regret that there is not more opportunity to contact my tutor/s for help when I experience difficulties*

Respondents agreement with the statement A

Agreement	OVERALL	OUUK	OUSL	PGCE
comple: disagree	137 (16.5%)	78 (37.3%)	45 (8.0%)	14 (24.6%)
mostly disagree	87 (10.5%)	41 (19.6%)	37 (6.6%)	09 (15.8%)
neither agree/ nor disagree	109 (13.1%)	40 (19.1%)	55 (9.8%)	14 (24.6%)
mostly agree	154 (18.6%)	32 (15.3%)	111 (19.7%)	11 (19.3%)
comple: agree	324 (39.0%)	16 (7.7%)	302 (53.5%)	06 (10.5%)
missing	19 (2.3%)	02 (1.0%)	14 (2.5%)	03 (5.2%)
Total	830	209	564	57

Table 5.4.

interesting to find the directions of the perceptions of the OUSL, OUUK and PGCE student populations. As Table 5.4 indicates, 39% of the OVERALL sample strongly agreed with the statement A. Focusing the three groups separately, some differences emerged. A substantial proportion of the OUSL respondents (53.5 %) strongly agreed that the available opportunities to contact tutor were not sufficient but an opposite trend was found in relation to the perceptions of the OUUK respondents. There, 37.3 % of the respondents strongly disagreed with the statement. The PGCE respondents also seemed to be satisfied with the available opportunities to maintain contact with their tutors.

As the Table 5.5 shows, a large proportion of the OUSL (62.0%) and the PGCE (52.6%) respondents agreed with the statement B that a lot of contact would

help them feel more confident about their progress. Only 36.8% of the OUUK respondents agreed with the statement.

Statement B: *A lot of contact with my tutor/s would help me feel more confident about my progress*

Respondents agreement with the statement B

Agreement	OVERALL	OUUK	OUSL	PGCE
comple: disagree	98 (11.8%)	44 (21.1%)	45 (8.0%)	09 (15.8%)
mostly disagree	81 (9.8%)	32 (15.3%)	43 (7.6%)	06 (10.5%)
neither agree/ nor disagree	147 (17.7%)	51 (24.4%)	88 (15.6%)	08 (14.0%)
mostly agree	209 (25.2%)	50 (23.9%)	140 (24.8%)	19 (33.3%)
comple: agree	248 (29.9%)	27 (12.9%)	210 (37.2%)	11 (19.3%)
missing	47 (5.7%)	05 (2.4%)	38 (6.7%)	04 (7.0%)
Total	830	209	564	57

Table 5.5

Statement C: *Lack of individual help and advice from my tutor/s has hindered my progress in the course*

Respondents agreement with the statement C

Agreement	OVERALL	OUUK	OUSL	PGCE
comple: disagree	237 (28.6%)	113 (54.1%)	99 (17.6%)	25 (43.9%)
mostly disagree	129 (15.5%)	44 (21.1%)	77 (13.7%)	08 (14.0%)
neither agree/ nor disagree	165 (19.9%)	31 (14.8%)	116 (20.6%)	18 (31.6%)
mostly agree	105 (12.7%)	13 (6.2%)	86 (15.2%)	06 (10.5%)
comple: agree	143 (17.2%)	06 (2.9%)	137 (24.3%)	
missing	51 (6.1%)	02 (1.0%)	49 (8.7%)	
Total	830	209	564	57

Table 5.6

The Table 5.6 illustrates the respondents perception about the effect of tutor contact on their progress. Nearly 40% of the OUSL respondents agreed that lack

of individual help from tutor would hinder their progress in the programme. This situation indicates that the OUSL respondents had a strong desire for good contact with their tutors. A considerable proportion of the OUUK students (54.1%) and the PGCE students (43.9%) completely disagreed with the statement C. Therefore it was important to find out whether 'self-perceived success' is related with different factors in the three situations.

Contact with fellow students and support from colleagues at school

Student - student interaction might facilitate 'self-perceived success' in the teacher education programmes at a distance where student-tutor interaction is not plausible. So the researcher was interested in examining the underlying pattern of the variables related to contact with fellow students. As Table 5.7 shows, 37.4 % of the OUSL respondents reported that they often met their fellow students, and 39.5% reported occasional meetings where as 61.2% of the OUUK respondents revealed that they had never met or contacted their fellow students.

Meetings with fellow students

How often	OVERALL	OUUK	OUSL	PGCE
Never	260 (31.3%)	128 (61.2%)	116 (20.6%)	16 (28.1%)
Seldom	304 (36.6%)	56 (26.8%)	223 (39.5%)	25 (43.9%)
Often	251 (30.2%)	24 (11.5%)	211 (37.4%)	16 (28.1%)
missing	15 (1.8%)	01 (0.5%)	14 (2.5%)	
Total	830	209	564	57

Table 5.7

Statement D: *Since the start of the course I have developed close personal relationship with one or more of the other students*

Respondents agreement with the statement D

Agreement	OVERALL	OUUK	OUSL	PGCE
comple: disagree	189 (22.8%)	114 (54.5%)	64 (11.3%)	11 (19.3%)
mostly disagree	74 (8.9%)	23 (11.0%)	47 (8.3%)	04 (7.0%)
neither agree/ nor disagree	159 (19.2%)	15 (7.2%)	134 (23.8%)	10 (17.5%)
mostly agree	154 (18.6%)	20 (9.6%)	120 (21.3%)	14 (24.6%)
comple: agree	216 (26.0%)	18 (8.6%)	184 (32.6%)	14 (24.6%)
missing	38 (4.6%)	19 (9.1%)	15 (2.7%)	04 (7.0%)
Total	830	209	564	57

Table 5.8

Nearly 55% of the OUSL respondents and 50% of the PGCE respondents either agreed or completely agreed with the statement that they had developed a good relationship with their fellow students but 54.5 % of the OUUK respondents strongly disagreed with the statement D (Table 5.8) .

Statement E: *My good relationship with the other students has a positive impact on my progress in this course*

Respondents agreement with the statement E

Agreement	OVERALL	OUUK	OUSL	PGCE
comple: disagree	90 (10.8%)	55 (26.3%)	33 (5.9%)	02 (3.5%)
mostly disagree	53 (6.4%)	18 (8.6%)	32 (5.7%)	03 (5.3%)
neither agree/ nor disagree	171 (20.6%)	39 (18.7%)	118 (20.9%)	14 (24.6%)
mostly agree	158 (19.0%)	24 (11.5%)	119 (21.1%)	15 (26.3%)
comple: agree	267 (32.2%)	17 (8.1%)	230 (40.8%)	20 (35.1%)
missing	91 (11.0%)	56 (26.8%)	32 (5.7%)	03 (5.3%)
Total	830	209	564	57

Table 5.9

Also, 62% of the OUSL and the PGCE respondents perceived that the relationship they maintained with their fellow students had a positive impact on their progress but only 20% of the OUUK respondents agreed with the statement E (Table 5.9). These directions provided a baseline for the identification of the factors affecting 'self-perceived success' among teacher trainees/student teachers in the teacher education programmes.

5.3. The structure of attitudes and values of Sri Lankan and UK students and construction of scales

Preparing variables to be submitted to factor analysis

After examining frequency distributions, cross tabulations and correlation matrices of the 44 variables representing the 44 statements in the third part of the questionnaire (a detailed description of the variables is given in Appendix 8), 17 of them (v36, v38, v40, v43, v44, v46, v49, v51, v53, v55, v56, v59, v60, v62, v63, v68, v69 - variable names can be found in Appendix 8) were reversed. The Teaching Practice component (TP v49, v76, v77, v78) had to be excluded from factor analysis even though it was a distinctive feature of the PGDE (OUSL) and PCCE (UK) programmes. The OUSL normally starts TP at the end of the second academic year so many OUSL students did not have any experience of TP at the time that the study was carried out. TP is not included as a component in teacher education courses of the OUUK . It seemed to be that only PGCE students had had first hand experience . v67 (head teacher's involvement) did not correlate with any other variable either in OUUK data set or PGCE data set therefore it had to be deleted from the factor analysis. The negative loading of v43, v46 and v73 (no worries about finance, feedback on assignments and important to pass respectively) either in OUUK or OUSL data, did not permit us to submit them to factor analysis. Those variables will be submitted to regression analysis as separate variables. As one of the consequences of the decision to consider 6 and 7 responses (Don't know and Not applicable responses given for semantic differential items) as missing

values ,v71 and v74 (feel supported and effect of personal and family matters) could only be included in overall and OUSL factor analyses. Four variables (Satisfaction with progress, v70A; course give skills , v72A; confident about passing, v75A; overall satisfaction) were chosen as criterion variables in this study so only 28 variables were submitted to factor analyses.

Factorial structures revealed by factor analyses

The main aim of this study was to develop success models that could explain factors affecting student 'self-perceived success' in the three teacher education programmes concerned. As an initial step towards the model building process, a series of factor analyses was carried out considering all the data together and the OUUK and OUSL data separately. In this way, 28 variables were grouped into 9 factors which could then be used as single variables in developing models. Due to a large number of non-responses, variables related to the 'support from university' (v71 and v74) were dropped from the OVERALL and OUUK analyses thereby leaving an eight factor model for further analyses. For the OUSL sample, further analyses were carried out either using nine factors or eight factors as necessary.

In the OVERALL analysis, the eight factor model accounted for more than 54% of the total variance. The first three factors of the model accounted for nearly 60% of the overall variance. In the OUSL analysis, the nine factor model accounted for nearly 54% of total variance and the first three factors accounted for 55% of the overall variance. The eight factors extracted from OUUK data set, accounted for 60% of the total variance and 56% of the overall variance was accounted for by the first three factors (Tables 1-3 in Appendix 9).

In general, all three factor analyses had revealed a similar pattern by grouping the same variables into factors and by extracting them mostly in the same order. No dramatic differences could be identified in OUSL and OUUK factor analyses. So this situation was sufficiently promising for the researcher to

continue with the OVERALL factorial structure as a criterion for grouping variables into factors. It was expected that the size of the OUSL sample (N=554) might dominate the OVERALL results but it was not a problem as the three analyses revealed similar factorial structures. Figure 5. 1 illustrates the common factorial structure of the 28 variables. Factor scales were formulated by averaging the scores of the variables in each group

Tables 5.10, 5.11 and 5.12 indicate the extracted factors, their factor loadings, their eigenvalues and percentage of variance. High communalities in each analysis, show that the variables (28) were related to the same domain (Appendix 9, Principal Component Analysis). The lowest communality was 0.38 (OVERALL factor analysis). When the items with a loading smaller than 0.30 were discarded, very few variables coded in more than one factor (Tables 1-3 in Appendix 10) There were no negative loadings as the variables were selected with great care. Only after the identification of structures of variables (28), were the final decisions about the variables to be examined in the models possible.

5.4. Decisions about variables to be investigated in the model

On the basis of the existing research literature and initial identification of the nature of the data, final decisions were taken about the variables to be investigated in the model. A special attempt was made to chose variables which related to the specific features of teacher education programmes and the unique characteristics of teacher trainees/student teachers as distance (or part-time) learners. Unfortunately, non-responses and the structural differences between three groups dropped some variables from the final analysis leaving 31 variables to be examined in the model developing process. The independent variables (27) split into seven sets with regard to the nature of the variables. Four variables which represented four aspects of 'student perceived success' were identified as the dependent variables of this study.

Table 5.10

Factor analyses of 28 variables - Factor loadings, eigen values, percentage of variance and no. of cases (OVERALL sample)

Factor name	No.of items	factor loadings	eigen value	PCT of var	cases
'high transfer to practice'	5	73,70,68,65,57,45	4.03	14.4	827
'good contact with tutor'	3	78,78,76	3.1	11.2	806
'workload,level methods suits'	4	69,69,68,45	2.0	7.1	802
'good contact with fellow students'	3	86,83,45	1.4	5.1	797
'feels confident supported by colleagues'	5	64,58,58,47,36	1.3	4.8	816
'school workload'	2	73,59	1.2	4.2	809
'good family support'	3	72,62,49	1.1	3.9	766
'training while teaching'	2	64,55	1.0	3.7	792

Rotation method is varimax.

Table 5.11

Factor analyses of 28 variables - Factor loadings, eigen values, percentage of variance and no. of cases (OUSL sample)

Factor name	No.of items	factor loadings	eigen value	PCT of Var	cases
'high transfer to practice'	6	62,68,71,51,62,53	4.3	14.5	561
'good contact with tutor'	3	76,79,64	2.7	9.1	541
'workload,level methods suits'	4	65,79,56,31	1.7	5.8	539
'good contact with fellow students'	3	78,73,47	1.5	5.1	552
'feels confident supported by colleagues'	5	54,61,56,43,51	1.2	4.0	556
'school workload'	2	75,69	1.2	4.0	552
'good family support'	3	78,62,46	1.1	3.6	526
'training while teaching'	2	60,34	1.0	3.4	561
'good support from university/ Training institution	2	71,57	1.4	4.6	552

Rotation method is varimax.

Table 5. 12

Factor Analyses of 28 variables - Factor loadings, Eigen values, Percentage of Variance and no. of cases (OUUK sample)

Factor name	No.of items	factor loadings	eigen value	PCT of Var	cases
High transfer to practice	6	83,66,55,79,42,38	4.8	17.2	209
Good contact with tutor	3	81,80,75	2.6	9.2	208
Workload, level methods suits	4	69,62,61,37	1.9	6.9	207
Good contact with fellows	3	84,86,64	1.8	6.4	190
Feels confident supported	5	48,70,51,56,65	1.5	5.5	207
School workload	2	64,49	1.5	5.3	206
Good family support	3	82,68,35	1.3	4.7	189
Training while teaching	2	73,66	1.2	4.2	191
Rotation method is varimax.					

Figure 5.1

Common factorial structure of the 28 variables

Factor 1 (FS1A) - High transfer to practice - grouped 6 variables {emphasis on practical aspects (v 48) ; relevance of course to professional needs (v 52) ; academic experience in the course (v57) ; study material (combine theory and practice, v 54) ; feedback on assignments (v 47) ; Nature of assignments (challenging, v45) }

Factor 2 (FS2A) - Good contact with tutor - grouped 3 variables {contact with tutor 1 (sufficient opportunities, v58) ; contact with tutor 2 (improve confidence, v59) ; contact with tutor 3 (have a impact on progress, v60) }

Factor 3 (FS3A) - Workload, level and methods suits - grouped 4 variables- {reasonable workload (v53) ; study material (not difficult, v55) ; satisfied with study methods (v 56) Don't feel isolated (v 68) }

Factor 4 (FS4A) - Good contact with fellow students - grouped 3 variables {contact with fellow students 1 (have a impact on progress, v66) ; contact with fellow students 2 (relationships, v65) ; studying alone not useful (v 62) }

Factor 5 (FS5A) - Feels confident and supported by colleagues and previous experience - grouped 5 variables {discussions with colleagues (v 64) ; colleagues help (v 41) ; experience in teaching (v 42) ; head teachers support (v39) ; confident about studying (v 61) }

Factor 6 (FS6A) - School workload - grouped 2 variables {school workload 1 (not heavy, v 40) ; school workload 2 (no extra time needed, v44) }

Factor 7 (FS7A) - Good family support - grouped 3 variables- family support (v 37) ; family responsibilities (v 36) ; partner's co-operation (v 38) }

Factor 8 (FS8A) - Training while teaching - grouped 2 variables - training while teaching (useful, v 50) ; training while teaching (convenient v 51) }

Chapter 5, Stages in the development of the model

The seven sets of independent variables are as follows:

- * Self-related Demographics (v03A- age, v04- sex, v05A- level of qualification, v07B- years in teaching v08A- involvement in teaching)
- * Study time and Style of study (v18A- hrs spent on studies, v20B- scheduling of studies)
- * Family Factors (v10A- type of the household, v11A- no. of children living with self, FS7A- good family support)
- * School-related Variables (v16R- sponsorship, FS5A- feels confident, supported by colleagues and previous experiences, FS6A- school workload, FS8A- training while teaching)
- * Course-related Variables (v73- important to pass (motivation), v63- prefer discussions to lectures, v43- worries about finance, v46- feedback on assignments, FS1A- high transfer to practice, FS3A- workload level and methods suits)
- * Contact with Fellow Students (v28- meetings with fellow students, FS4A- good contact with fellow students)
- * Contact with Tutor (v29A1- contact with tutor, v29BC- meetings outside tutorials, v29DEF- distance contact with tutor, FS2A- good contact with tutor, v30A- chance to voice interests to tutor)

The definitions of those variables are found in the next section.

Definitions of the independent variables

Self-related Demographics :

1. 'age' (v03A) - Respondents age range at the time the study was carried out, One item Coded:
1. 21-30 , 2. 31-40 3. Over 41
2. 'sex' (v04) - One item. Coded: 1. Male 2. Female
3. 'level of education' (v05A)- One item, collapsed into a three point scale after inspecting the frequency distributions. Coded:
1. Teaching Certificate 2. Degree 3. Post graduate
Dip: or higher
4. 'years in teaching' (v07B)- No. of years in service as a teacher , Collapsed into three point scale : 1. Less than 4 years , 2. 4-10 years, 3. More than 10 years
5. 'involvement in teaching' (v08A)- Working as a full time teacher or not .
Collapsed into a dichotomous scale.

Family Factors :

6. 'type of household' (v10A) - One item, recoded: 3. Single or couple,
2. Nuclear family 1. Extended/Communal or single parent
7. ' no. of children living with self' (v11A)- One item coded: 3. None , 2. 1-2,
3. 3 or more.
8. 'good family support' (FS7A)- Students agreement on their family being supportive A new variable was formed by averaging the scores for v36,v37 and v38. Coded:
1. Completely disagree to 5. Completely agree.

School-related Variables :

9. 'sponsorship' (v16R)- Four items had been combined to make a single item. Recoded: 1. Entirely self-sponsored , 2. Partly sponsored, 3. Entirely sponsored, This variable was used in OVERALL regression analysis but deleted from OUSL and OUUK analyses.
10. 'feels confident,supported by colleagues and previous experience' (FS5A)- This variable was formed by averaging the scores for v64 , v41, v42, v39, v61. Coded;
1. Completely disagree to 5. Completely agree.
11. 'school workload' (FS6A)- Students agreement with their teaching load not being a problem. This variable was formed by averaging the scores for v40 and v44. Same coding as above.
12. 'training while teaching' (FS8A)- Students' agreement with the statements of training while teaching is convenient and useful. This was formed by averaging the scores for v50 and v51. Same coding as above.

Study time and Style of study :

13. 'hours spent on studies' (v18A)- One item, Recoded: 1. Five hrs or less ,
2. 6-10 hrs , 3. More than 10 hrs
14. 'scheduling of studies' (v20B) - A new variable was formed after recoding the answers for v20. In order to improve linearity of the variable the third response ' I don't like schedules , I prefer to study when I feel I like it' was considered as missing. Coded:
1. I am not able to have a schedule, I have to study when I find time
2. I try to have a fixed schedule but don't always manage to follow it

3. I have fixed times for studying and I keep to my schedule.

Course-related Variables :

15. 'high transfer to practice' (FS1A)- The course is perceived as a course with high transfer to practice. This variable was formed by averaging the measures for v45, v47, v48, v52, v54 and v57. Coded : 1. Completely disagree to 5. Completely agree.
16. 'workload, level and methods suits' (FS3A)- Used the same procedure and coding as above.
17. 'feed back on assignments' (v46)= One reversed item, recoded: (1-5)
Completely agree to (5=1) Completely disagree
18. 'prefer discussions to lectures' (v63)- One reversed item, Same codings as above.
19. 'worries about finance' (v43) - One reversed item, same codings as above.
20. 'important to pass' (v73) - Passing the course is perceived as important.
Same codings as above.

Contact with Fellow Students :

21. 'meetings with fellow students' (v28)- One item Coded: 1. Never to 3. Often.
22. 'good contact with fellow students' (FS4A)- 'contact with fellow students' perceived as having a good impact on students.
This variable was formed by averaging the scores for v66, v65 and v62. Coded:
1. Completely disagree to 5. Completely agree

Contact with Tutor:

23. 'contact with tutor' (v29A1)- A new variable was formed recoding the responses for v29A. Coded: 1. No contact ,
2. Contact inferred

24. 'meetings with tutor outside tutorials'(v29BC)- A new variable formed by combining the responses of v29B and v29C.
Coded:
1. No meetings outside tutorials,
2. Have meetings outside tutorials
25. 'distance contact with tutor' (v29DEF)- A new variable was formed combining the responses of v29D v29E and v29F.
Coded: 1. No distant contact, 2. Have distant contact
26. 'chance to voice interests' (v30A) Student's feeling that he/she had had a chance to voice his/her interests, needs to tutors.
Coded: 2. No , 3. Yes on the whole ,4 .Yes definitely
27. 'good contact with tutor' (FS2A)- contact with tutor perceived as having a good impact on students. A new variable was formed by averaging the scores for v58,v59 and v60.Coded: 1. Completely disagree to 5. Completely agree.

Definitions of the dependent variables (measures of student success)

Student success in distance education programmes has been measured in a variety of ways for the purpose of research. Among the most common measures, persistence or dropout (e.g. Sweet (1986) 'exam completion and assignments completion'), Course completion (e.g. Siqueira de Freitas and Lynch (1986) 'successful completion of the course'), academic achievement (Bernard and Amundsen (1989) 'students received A , B or C grade') and psychological measures like satisfaction with course learning experience and intent to leave (Bellings (1988) and Bean (1980)) could be identified.

In the present study, the target population was teacher trainees/student teachers taking professional courses at a distance or on a part-time basis therefore it was doubtful that a quantitative measure like examination marks or completion of the course will account for all the aspects of student success as

it did for many undergraduate students. Also, at the time that the study was carried out the respondents were at different stages of their studies so this situation did not permit the researcher to use 'successful completion of the course' with some other measures related to their teaching skills as the criterion variables of the study. As figure 4.1 indicates, the PGDE , PGCE and OUUK teacher education programmes use different assessment procedures . Therefore, it was highly unlikely that a common measure could be used to assess student success mid way through the course. However, there is evidence in the research literature that psychological measures (satisfaction with the course in Siqueria de Freitas and Lynch's study (1986), and intent to complete in Bean's study (1980)) are as accurate as other quantitative measures in predicting student success or dropout. Therefore in this study, students' feeling of success (self-perceived success) was considered as one of the closest measures to actual success . It was decided to use four dependent measures related to four different aspects of 'self- perceived success' rather than collapsing them into a single measure. Those four measures were; overall satisfaction with the course, feeling that course will give necessary skills, student's confidence that he/she will be able to pass the course and satisfaction with progress. A description about the measures is given below.

1. Overall satisfaction (v75A) - Students' agreement with the statement

'Taking into everything into account, I am well satisfied with the course' . This variable was coded:

1. Completely disagree to 5. Completely agree.

2. Confident about passing (v72A) - Students' agreement with the statement

'I am fully confident that I will be able to pass the course'.

Same coding as above.

3. Course will give skills (v70A)- Students agreement with the statement

'This course will give me skills necessary to a more competent teacher' . Same coding as above.

4. Satisfaction with progress (v69) - Students' agreement with the statement

'I am satisfied with the extent of my progress since enrolling in this course'. Same coding as above.

However, out of the four dependent variables, *Overall satisfaction* which indicates an overall idea about the course, is treated as the central variable in the model developing process so the other dependent variables will be considered as subordinate variables in this study. Due to lack of research in this field this approach can be considered as a new way of exploring the factors affecting student success of teacher education programmes at a distance.

5.5. Investigation of differences between OUSL and OUUK students in terms of the variables identified

Results for discriminant analysis:

Discriminant analysis was used to identifying the major differences between the OUSL and OUUK student populations . Three sets of discriminant analyses were conducted in a stepwise manner; the first one with the four dependent variables, second one with the sets of Self-related demographic and Family factors and School-related variables, and the third one with all the Course-related Variables (including Contact with Tutor and fellow students) which represent different characteristics of the teacher education programmes studied. In this way, increment in explained variance (Canonical R) and how well the three sets contributed to the separation of groups could be observed.

No selection was made for the optimum number of predictors in the context of the discriminant function. In the first analysis (Table 5.13), the system itself identified 2 variables (Canonical R = .4418, Chi square= 151.778, df= 2, $p < .0001$). Examining the correlations in the first discriminant function, it is primarily the variable *confident about passing* ($r = .76$) that defines the function with the variable *satisfaction with progress* ($r = -.51$). The standardized coefficients also

suggest that *confident about passing* (coefficient .88) and *satisfaction with progress* (coefficient -.65) are not redundant. Since the correlations and coefficients are negative for the secondary variable, the group that scored high on *satisfaction with progress* , scored lower on the first discriminant function. However, the classification analysis in the Table 5.13 shows that 92.1% of the OUSL students can be identified correctly but the OUUK students can not be so differentiated (only 42% identified correctly).

In the second analysis (Table 5.14), the system identified 6 variables (Canonical R = 4396, Chi square = 141.94, df=6 , p < .0001). Examining the correlations in the first discriminant function, it could be identified that it was primarily the variable 'type of household' (r= -.77) and secondarily the variable 'years in teaching' (r= .52) that defined the function. The standardized coefficients also suggested that 'type of the household' (coefficient -.74) and 'years in teaching' (coefficient .56) variables were not redundant. Combining the correlations and regression coefficients, it can be argued that 'type of household' and 'years in teaching' variables were playing a major role in discriminating the two groups. The correlations and coefficients are negative for the primary variable. That means the group that scored lower on 'type of house hold' variable, scored higher on on the first discriminant function. It is the OUUK sample that tend to be more experienced and living in small households.

**Extent of correct classification of OUUK and OUSL populations :
first discriminant analysis***

Actual group	No.of cases	predicted group	
		OUUK	OUSL
OUUK	198	84 42.4%	114 57.6%
OUSL	543	43 7.9%	500 92.1%

* with dependent variables
Percent of 'grouped' cases correctly classified: 78.81%

Table 5.13

**Extent of correct classification of OUUK and OUSL populations :
second discriminant analysis****

Actual group	No.of cases	predicted group	
		OUUK	OUSL
OUUK	192	83 43.2%	109 56.8%
OUSL	527	31 5.9%	496 94.1%

** with Self-related demographics, Family and School-related Variables

Percent of 'grouped' cases correctly classified = 80.53%

Table 5.14

The classification analysis in Table 5.14 shows that 94% of the OUSL students in the PGDE programme can be identified correctly but OUUK students can not be so differentiated (only 43% identified correctly) .

**Extent of correct classification of OUUK and OUSL populations :
third discriminant analysis*****

Actual group	No.of cases	predicted group	
		OUUK	OUSL
OUUK	147	125 85.6%	21 14.4%
OUSL	379	6 1.6%	373 98.4%

*** with all the Course-related Variables

Percent of 'grouped' cases correctly classified = 94.9%

Table 5.15

In the third analysis (Table 5.15), 15 variables (Canonical R =.8861, Chi square = 566.85 , df=15, p < .0001) were identified as important predictors. Considering the correlations in the first discriminant function, it is primarily the variables

'distance contact with tutor' ($r=.60$) and 'feedback on assignments' ($r = .51$) that defined the function with the variable 'good contact with fellow students' $r = -.35$) Examining the standardized coefficients , it can be noted that those three variables ('feedback on assignments' (coefficient .53) , 'distance contact with tutor' (coefficient .51) and 'good contact with fellow students' (coefficient -.44)) are not redundant. The negative correlations for the secondary variable contact with fellow students suggests that the group scored higher on 'good contact with fellow students', scored lower in the first discriminant function. It can be noted from the group centroid means that it is the OUUK sample that tend to be having more distance contact with tutors, feedback on assignments and less contact with fellow students. Interestingly the classification analysis in Table 12, shows that 86% of the OUUK students and 98% of the OUSL students can be classified correctly. This results suggest that the major differences between OUSL and OUUK student populations rest on the student support systems of the two institutions.

5.6. Development of a model of 'self-perceived success'

Background to the model ; theoretical considerations

With the belief that a better understanding of factors affecting student success and failure would help distance institutions in the promotion of student persistence and success, a considerable amount of research has been carried out and several dropout models have been developed. Tinto's model is one of the prominent models that has been receiving increasing attention of distance educators. This model conceptualises the individual persistence towards completion mainly as a function of his/her academic and social integration into college or university. By drawing attention to its limitations and inapplicability to distance educational setting, several other models have been introduced. These models heavily rely on student background characteristics, external factors and academic variables to explain the longitudinal nature of dropout process by regarding 'lack of integration into institution' as a defining characteristic of distance education.

The extent of social and academic integration with a teaching institution depends on the model that the institution follows. The recent trend is that many distance education institutions have been trying to strengthen interpersonal interactions either by employing personalized/locally based tutors or by running weekend schools/ tutorials in a regular manner. On the other hand, it is clear that the model should be varied according to the specific features of the programmes and the unique characteristics of the distance learners concerned. It can be argued that 'lack of integration with tutors ' might hinder student success (in the broader sense) in the PGDE programme of the OUSL. By contrast , the students enroled in teacher education courses at the OUUK and PGCE course at other institutions (UK) are in a better position with locally appointed tutors/personalized tutors and frequently held small-group tutorials/ discussions. Therefore in the predictive model, the variables related to tutor contact and student contact were placed in a prominent position.

Background to the model; statistical considerations

1. Factor analyses had shown common structures underlying the Sri Lankan and UK data, enabling the construction of scores in the areas that the researcher was concerned to measure.
2. The discriminant analyses had shown no differences between the two main research populations in terms of dependent variable relating to 'self-perceived success' and in terms of Self-related Demographics, Family factors and School-related Variables. The highly significant difference between the OUSL and OUUK respondents rested on the variables related to student support systems of the two institutions (i.e. distant contact, feedback on assignments). In other respects, e.g. confidence that learning was transferable to practice, suitability of workload, study methods and concern to pass, there were no differences. Though data can not be culture free, it seemed possible that the results of the proposed regression analysis (if successful) could have some general applicability in respect of teacher education at a distance. Therefore, on the

factor analyses and discriminant analyses, the researcher felt confident in going ahead to the model building stage.

Predictive model of 'self-perceived success'

In the present study, the following multivariate model was tested to identify the best predictor sets of 'self-perceived success'. The sets of variables were sequenced in the given order and entered into the predictive equations in sets to examine whether Contact with Tutor would matter over and above the other sets of predictors.

- (1) Self-related Demographics
- (2) Family Factors
- (3) School-related variables
- (4) Study Time and Style of Study
- (5) Course-related Variables
- (6) Contact with Fellow Students
- (7) Contact with Tutor

It was expected to see if addition of the sets was a significant addition, to inspect the size of increase in multiple R^2 and to look at patterning of variables that contributed significantly at the various stages in the model developing process. Variance accounted for by early variables entered may be re-distributed as more powerful variables are entered so that in the final stage early variables may not be significant. Therefore interest in the final stage was to identify the single variable that make a significant contribution to the explained variance of student success.

An OVERALL stepwise regression analysis (considering OUUK, OUSL, PGCE together) was conducted to identify general effects showing relative importance of the set Contact with Tutor and the other sets of variables. Separate analyses were conducted for OUUK and OUSL to get an insight into any specific effects operating with the culture and with the specific characteristics of the

programmes. The size of the part-time PGCE sample (N=57) did not permit us to regress 27 variables in the equation but a separate analysis was possible after the identification of the major predictors in the model. In this stage, working hypotheses of this study could be specified.

5.6. Working hypotheses

At this stage, the following two main hypotheses could be formulated.

* 'Self-perceived success' in the teacher education programmes (at a distance) is a function of Self-related Demographics, Family and School-related Variables, Study Time and Style of Study, Course-related Variables, Contact with Fellow Students and Contact with Tutor.

* 'Contact with tutor matters over and above the other support that the students get (school, family and fellow students) and the appropriateness of the course (teacher education) to the students study goals.

Process model findings and final model findings are discussed in the next chapter.

Chapter 6

Results

6.1. Introduction

This chapter is divided into two parts. In the first part, results in stepwise multiple regression analyses are presented. The roles played by each set of variables and each individual variable (in the set) in predicting the four dependent variables are considered separately but special attention is given to *overall satisfaction* as the key dependent variable of this study. In the second part of this chapter, student comments and tutor comments, given for the open-ended questions in the questionnaires, and interview data collected from a small number of the OUSL students will be reported.

Part I Role of course, tutor and environmental variables in success: the regression analyses

6.2. Organisation of results

In this part, the focus is on presenting the results for regression analyses. As indicated in the fifth chapter, the independent variables were entered into the regression equation in sets. The order in which the sets were entered was:

(1) Self-related Demographics (2) Family Factors (3) School-related Variables (4) Study Time and Style (5) Course-related Variables (6) Contact with Fellow Students and (7) Contact with Tutor. The same predictive model was evaluated for *overall satisfaction*, *confident about passing*, *course will give skills and satisfaction with progress*. Thus, the patterns emerging from each regression will be looked at in two ways: (1) process model to see whether the addition of each set of variables was a significant addition and to look at the patterning of variables that contributed significantly at various stages; (2) final model, to identify the best set of predictor variables after the replacement of some of the

variables by ones entered in a latter stage. Also the results in the OVERALL, OUSL and OUUK regression analyses are compared to see whether the patterns were different in the two situations. Tables 6.1, 6.3, 6.5 and Table 6.7 summarise the patterns emerging from the process model and the Tables 6. 2, 6.4, 6.6 and 6.8 illustrate the findings for the final model

6.3. Prediction of *overall satisfaction*

Process model:

Summary of process model results for *overall satisfaction* can be found in Table 6.1. In the OVERALL regression, as the first step entered, the set Self-related Demographics added significantly but not substantially to the predictive equation (R^2 increase 3.2%, $p < .05$). Entered at the second step, the set Family Factors also produced a significant R^2 increase (R^2 increase 3.8%, $p < .05$) in the variance of *overall satisfaction*. The variable 'Good family support' in the set was a highly significant predictor ($p < .0001$) at this stage. In the third step, School-related Variables again brought about a significant increment in R^2 (R^2 increase 9.1%) with the item 'feels confident and supported by colleagues' playing the most significant role ($p < .0001$). 'Training while teaching' also played a significant role in the set School-related Variables. As the fourth set was entered, Study Time and Style of Study added nothing to the equation and none of the variables in the set was significant in this stage. Course-related Variables produced the biggest increment in R^2 (R^2 increase 17.0%). Entered at this fifth step, the variables 'high transfer to practice' and 'workload, level and methods suits' were highly significant ($p < .0001$) but 'good family support', which was entered at the second step, was no longer playing a significant role in predicting *overall satisfaction*.. When the set Contact with Fellow Students entered into the equation at the sixth step , the variable 'good contact with fellow students' in itself was a highly significant predictor ($p < .0008$) though high predictive power of the two Course-related Variables remained

Table 6.1.
Stepwise Multiple Regression Analysis - Prediction of *overall satisfaction* with the course (v75A)

Indep.var	R ²	OVERALL			R ²	OUSL			R ²	OUUK		
		R ² *	DF	F		R ² *	DF	F		R ² *	DF	F
1.Self-related Demographics	.032	.032	5/660	4.30*	.042	.042	5/440	3.83*	.024	.024	5/146	.72
2.Family Factors	.069	.038	8/657	8.90*	.081	.040	8/437	6.27*	.062	.038	8/143	1.94
3.School-related Variables	.160	.091	12/653	17.67**	.170	.089	11/434	15.44**	.167	.104	11/140	5.85*
4.Study time and Style	.164	.004	14/651	1.60	.181	.011	13/432	2.95	.184	.017	13/138	1.48
5.Course-related Variables	.334	.170	21/645	27.36**	.304	.123	19/426	12.57**	.478	.294	19/132	12.37*
6.Contact with Fellow students	.346	.012	23/643	5.82*	.308	.004	21/424	1.18	.491	.013	21/130	1.69
7.Contact with Tutor	.351	.005	27/635	1.05	.318	.010	26/419	1.23	.508	.017	26/125	.874
R ² total	.351				.318				.508			
Adjusted R ²	.324				.276				.406			
F	12.78**				7.52**				4.97**			
*p < .05 ** p < .0001		R ² = Multiple R			R ² * = R increase							

unchanged. Entered at the final step, the set Contact with Tutor did not produce a significant R^2 increase but the variable 'good contact with tutor' was important as an individual predictor variable of *overall satisfaction*.

The results in the OUSL regression, in general, showed a pattern similar to the results in the OVERALL regressions. With the exception of the set Contact with Fellow Students, all the other sets of variables which were significant in the OVERALL regression, contributed significantly to the understanding of *overall satisfaction* in the OUSL regression (Table 6.1). However, it is important to note that the R^2 increment produced by the set Course-related Variables (12.3%) was moderate in the OUSL regression. At the first, second, third steps, the same variables were found to be positively related to *overall satisfaction* and the predictive power of 'good family support' was much reduced when the fifth set Course-related Variables were entered. Also, the same two Course-related Variables, 'high transfer to practice' and 'workload, level and methods suits' jointly contributed to the explained variance as they did in the OVERALL regression but 'feedback on assignments' variable was not significant in the OUSL regression.

The situation revealed in the OUUK regression process (Table 6.1) was somewhat different from the other two regressions. As the first and second sets were entered, neither the set Self related demographics nor the set, Family Factors were significant. Entered at the third step, the 'feels confident and supported by colleagues' variable was highly significant but its power was mediated by Course-related Variables which were added in the fifth step. The addition of the final set, Contact with Tutor was not significant though 'meetings with tutor' played a significant role as an individual variable ($p < .10$) in predicting *overall satisfaction*. The predictive power of 'age' was increased ($p < .10$) when the final set was entered. Interestingly, in the OUUK regression, the R^2 increase resulting from the addition of the set Course-related Variables (R^2 increase 29.4 %) was nearly three times the R^2 increment resulting from the addition of the set School-related Variables (R^2 increase 10.4%).

Final model :

By looking at the final stage results, the best single predictor variables and the proportion explained by the overall model could be identified. As can be seen in Table 6.2. , in the OVERALL regression, (1) only one variable from the set Self-related Demographics had a significant relationship with the *overall satisfaction*. It was 'years in teaching' (Bata=.10, F= 7.32) which was statistically significant in $p < .05$ level. (2) The set Family Factors added significantly to the equation, and 'good family support' was a significant predictor at the second step, but none of the variables in the set contributed significantly to the explained variance of *overall satisfaction* in the final model. (3) 'Feels confident and supported by colleagues' (Bata= .10, F= 7.62) in the set School-related Variables remained as significant in the final model. (4) Neither the addition of the set, Study Time and Style of Study nor the contributions made by any single variable in the set in the final stage were significant. (5) 'High transfer to practice' was the most significant predictor (Bata= .32, significant in $p < .0001$ level, F= 69.63) of *overall satisfaction*. Also, 'workload, level and methods suits' (Bata= .20, F= 25.09), 'important to pass' (Bata= .12, F= 11.44) and 'more feedback on assignments' (Bata= .09, F= 4.47) in the set, Course-related Variables had a significant positive relationship with the criterion variable. (6) The variable, 'good contact with fellow students' in the set Contact with Fellow Students also brought about a significant increment in the explained variance (Bata= .14, F= 11.7). (7) It is important to note that the addition of the set Contact with Tutor was not a significant addition in the regression process but in the final model, 'good contact with tutor' variable was positively associated with *overall satisfaction* (Bata= .08, level, F= 4.4, significant in $p < .05$). For OVERALL sample, the predictive model accounted for 32% of the variance in *overall satisfaction* (Adjusted $R^2 = .32$, F = 12.78, $p < .0001$).

A similar pattern could be observed in the final stage of the OUSL regression (Table 6.2) . (1) The contributions made by 'years in teaching' (Bata= .12, F= 5.82) in the first set and 'feels confident and supported by colleagues' (Bata= .14, F=

Table 6.8.

The best predictors for *satisfaction with progress* (v 72A) (after entry of all variables)

Variable name	OVERALL			OUSL			OUUK		
	Zero r	Beta	F	Zero r	Beta	F	Zero r	Beta	F
Self-related Demographics									
v05A	.04	.02		.05	.06		.01	-.01	
v08A	-.00	.03		-.04	.01		.02	.06	
v03A	.04	-.04		.02	-.03		.01	-.02	
v04	-.00	-.01		-.01	-.00		-.06	-.05	
v07B	.08	.05		.04	.03		.13	.13	
Family Factors									
FS7A	.14	.01		.17	.00		.03	-.04	
v10A	-.13	-.04		-.00	.02		-.12	-.23**	7.7
v11A	-.03	-.03		-.02	-.05		.12	.16**	3.1
School-related Variables									
v16R	.04	.03		—	—		—	—	
FS5A	.19	.03		.12	.03		.28	.04	
FS8A	.16	.08**	4.3	.26	.14**	8.2	-.03	-.08	
FS6A	.15	.02		.14	-.02		.32	.13	
Study time and Style of study									
v20B	.16	.08**	4.3	.14	.07		.15	.16*	3.6
v18A	.19	.03		.14	.05		-.02	-.09	
Course-related Variables									
v63	-.05	-.01		-.01	.02		-.06	-.05	
v73	.03	.02		.12	.02		.07	-.02	
v46	.19	.05		-.03	.02		.20	-.04	
v43	.17	.04		.10	.06		.07	-.08	
FS1A	.20	.11**	7.2	.18	.07		.30	.16*	3.2
FS3A	.41	.27***	42.0	.35	.25***	24.3	.46	.28**	8.7
Contact with Fellow students									
v28	-.06	-.03		.07	-.02		-.09	-.06	
FS4A	-.01	.09**	4.3	.21	.15**	9.0	-.07	.08	
Contact with Tutor									
v29A1	.10	.04		.08	.05		.02	.08	
v29BC	-.01	-.06		.05	-.05		-.09	-.13*	2.9
v30A	.19	.01		.09	-.02		.15	-.01	
FS2A	.28	.10**	4.7	.17	.06		.29	.19**	5.5
v29DEF	.18	.01		.01	-.02		.09	.01	
R ²	.236			.204			.393		
R ² *	.204			.164			.267		
F	7.31***			4.15***			3.12***		

* p < .10

** p < .05

***p < .0001

R²* = Adjusted R²

9.10) in the third set remained as significant. (2) Entered at the fifth step, 'high transfer to practice' (Bata= .27 , $p < 0.0001$, $F = 26.9$) was the best single predictor of *overall satisfaction* . 'Workload, level and methods suits' (Bata= .18, $F = 14.8$) and 'important to pass' (Bata= .10, $F = 5.42$) in the set also contributed significantly to the explained variance of *overall satisfaction*. (3) Also, the effect of the variable 'good contact with tutor' (in the set, Contact with Tutor) on *overall satisfaction* was statistically significant (Bata= .11, $F = 5.92$) in $p < .05$ level but (4) the contribution made by 'good contact with fellow students' (in the set Contact with Fellow Students) was statistically significant only in $p < .10$ level (Bata= .08, $F = 2.98$). The predictive model accounted for 28% of the variance in *overall satisfaction* for the OUSL sample (Adjusted $R^2 = .28$, $F = 7.52$, $p < .0001$).

Final stage results of the OUUK regression (Table 6.2) were mostly similar to the results revealed in the process model. (1) None of the variables in the sets, Family Factors and School-related Variables contributed significantly to the explained variance of *overall satisfaction*. (2) The effects of 'age' (Bata=.12, $F = 3.27$) in the set Self-related Demographics , 'hours spent on studies' (Bata= .12, $F = 2.85$) in the set Study Time and Style of Study, 'good contact with fellow students' (Bata= .13, $F = 2.37$) in the set, Contact with Fellow Students, and 'meetings with tutor outside tutorials' in the set, Contact with Tutor (Bata= .13, $F = 3.32$) were significant only in .10 level. (3) It seemed to be that in the final stage, 'high transfer to practice' (Bata= .38, $F = 24.6$) and 'workload, level and methods suits' (Bata= .32, $F = 14.2$) jointly accounted for most of the total variance of *overall satisfaction* (significant in $p < .0001$ level) for the OUUK sample. The predictive model explained 41% of the variance of *overall satisfaction* (Adjusted $R^2 = .41$, $F = 4.97$, $p < .0001$) for the OUUK sample.

Only three variables were entered into the PGCE regression with the criterion variable. In this limited analysis, it was found that *overall satisfaction* was a function of 'high transfer to practice'(Bata=.54) and 'good contact with tutor'(Bata=.34). These two variables produced an Adjusted $R^2 = .32$. None of

the other predictors identified in the other regressions contributed significantly to the explained variance in *overall satisfaction* for the PGCE sample.

Summary:

Considering the results for the process model and the final model across all the regressions, clearly the most important predictor set was the Course-related Variables set. It accounted for nearly more than half of the total variance of *overall satisfaction* for the OVERALL and OUSL samples. For the OUUK sample, the total variance was mainly accounted for by Course-related Variables but it should be noted that in the regression process, School-related Variables initially added significantly to the equation. Also, some variables in the sets, Family Factors and Contact with Fellow Students contributed significantly either in the final stage or when the sets were entered but the contribution of the set Study Time and Style was minimal. Secondly, *overall satisfaction* could be predicted for the OUUK sample better than for the OUSL sample.

Across all samples, the best single predictor of *overall satisfaction* was 'high transfer to practice'. Also, entered at the final step, 'good contact with tutor' played a significant role ($p < .05$) either in the process or final model in explaining *overall satisfaction*. Therefore, finally, it can be concluded that the seven set of variables (with possible exclusion of study time and style of study), entering in the proposed order, contributed to the explained variance of *overall satisfaction* either in the OVERALL, OUSL or OUUK analysis or all three.

6.4. Prediction of course will give skills

Process model:

In general, the pattern emerging from the regression analysis on *course will give skills* was mostly similar to the pattern emerging from *overall satisfaction*. One exception was that the set Contact with Fellow Students which was not

adding significantly to the regression equation with *course will give skills*. As can be seen in Table 6.3, in the OVERALL regression, at the first step, Self-related Demographics produced a significant R^2 increase (R^2 increase 2.5%) in the variance explained. Entered at the second step, the set Family Factors produced a significant R^2 increment (R^2 increase 1.8%) and 'good family support' variable in the set was highly significant. As the third set, School-related Variables added significantly (R^2 increase 5.4%) to the equation but the fourth set Study Time and Style of Study, was not a significant addition. The predictive power of several individual variables that were already in the equation were redistributed when the set Course-related Variables was entered at the fifth step. In addition, the increment in R^2 resulting from adding the set Course-related Variables (R^2 increase 16.1%) was considerably higher than the increment in R^2 resulting from adding the other sets of variables. Interestingly, at the fifth stage, only 'high transfer to practice' ($p < .0001$) in the set, Course-related Variables was highly significant. As the Table 6.3 indicates, at the sixth step, the set Contact with Fellow Students added nothing to the equation and none of the variables in the set was significant. Contact with Tutor, which was entered as the final set, did not produce a significant R^2 increase but 'meetings with tutor' in the set was significant as an individual predictor.

The OUSL regression process showed a pattern similar to the OVERALL regression process but here, the inclusion of the set, Study Time and Style of Study was statistically significant. Course-related Variables played the most significant role in explaining *course will give skills* (R^2 increase 15.6%) as it did in the OVERALL regression. Entered at the first step, Self-related Demographics added significantly to the equation (R^2 increase 3.4%) and the same two variables were significant at this stage. It should be noted that the sets, Family Factors (R^2 increase 2.8%), School-related Variables (R^2 increase 7.7%), and Study Time and Style of Study (R^2 increase 1.7%) entered at the second, third and fourth steps, also produced a significant R^2 increase in the

Table 6.3.
Stepwise Regression Analysis : Prediction of *course will give skills* (v70A)

Indep.var	OVERALL				OUSL				OUUK			
	R ²	R ² *	DF	F	R ²	R ² *	DF	F	R ²	R ² *	DF	F
1.Self-related Demographics	.025	.025	5/660	3.38*	.034	.034	5/440	3.05*	.032	.032	5/146	.959
2.Family Factors	.043	.018	8/657	4.23*	.061	.028	8/437	4.28*	.049	.017	8/143	.857
3.School-related Variables	.097	.054	12/653	9.74**	.139	.077	11/434	13.00**	.092	.043	11/140	2.22
4.Study time and Style	.103	.006	14/651	2.00	.154	.017	11/434	4.59*	.101	.009	13/138	.700
5.Course-related Variables	.264	.161	20/645	23.59**	.313	.156	19/426	16.12**	.298	.197	19/132	6.18**
6.Contact with Fellow students	.270	.006	22/643	2.47	.318	.005	21/423	1.63	.306	.007	21/130	.744
7.Contact with Tutor	.274	.004	27/638	.70	.326	.008	26/419	1.01	.342	.036	26/125	1.36
R ² total	.274				.326				.342			
Adjusted R ²	.243				.284				.205			
F	8.91**				7.79**				2.50**			
*p < .05	**p < .0001		R ² = Multiple R			R ² * = R increase						

variance in *course will give skills* . Neither the set Contact with Tutor, nor Contact with Fellow Students added significantly to the equation but in the final stage, the contribution made by single variables in the set Contact with Tutor was observable.

The situation revealed in the OUUK regression process was interesting only in the fact that the addition of the set, Course-related Variables (R^2 increase 19.7%) was the only significant addition to the equation. This means the total variance in *course will give skills* could be accounted for mainly by Course-related Variables.

Final model:

In the final stage of the OVERALL regression (Table 6.4), (1) none of the variables in the sets, Family Factors, School-related Variables, Study Time and Style of Study and Contact with Fellow Students was contributing significantly to the explained variance of *course will give skills*. (2) 'Sex' (Bata=. 07, F= 3.8) in the set, Self-related Demographics and 'chance to voice interests' (Bata= .07, F=3.1) in the set, Contact with Tutor had a positive relationship with the criterion variable in p .10 level. (3) As found in the regression analysis of *overall satisfaction*, 'high transfer to practice' (Bata= 35, F= 75.1) was the best single predictor of *course will give skills*. The variance accounted for by ' high transfer to practice' was more than twice the variance accounted for by all the other significant predictors. 'Important to pass' (Bata= .10 , F= 8.1), 'prefer group discussions' (Bata=. 09, F=7.6) and ' worries about finance' (Bata= -. 08, F=4.51%) in the same set Course-related Variables also contributed significantly to the explained variance. (4) The effect of 'workload, level and methods suits' (in the set 'Course-related Variables') was not statistically significant in *course will give skills*. The predictive model produced an Adjusted $R^2 = . 24$. (24% variance explained by the model, $p < .0001$, $F = 8.91$).

Table 6.4.

The best predictors of *course will give skills* (v70A) (after entry of all variables)

Variable name	OVERALL			OUSL			OUUK		
	Zero r	Beta	F	Zero r	Beta	F	Zero r	Beta	F
Self-related Demographics									
v05A	.02	.05		.02	.01		.02	—	
v08A	-.09	.04		-.07	-.03		-.15	-.12	
v03A	.13	.07*	3.8	.17	.07		.07	.06	
v04	.02	.05		.03	.06		.02	.07	
v07B	.03	.01		.11	.05		-.03	-.01	
Family Factors									
FS7A	.12	.01		.16	.01		-.03	-.08	
v10A	-.01	-.01		-.04	-.03		.08	-.02	
v11A	.07	.01		.07	-.01		.13	.06	
School-related Variables									
v16R	-.07	-.05		—	—		—	—	
FS5A	.21	.04		.24	.04		.16	.00	
FS8A	.14	.04		.23	.10**	4.7	-.11	-.14*	3.3
FS6A	.12	.06		.11	.05		.15	.05	
Study time and Style of study									
v20B	.08	.02		.06	-.01		.13	.05	
v18A	.12	.06		.17	.09*	3.8	.09	.04	
Course-related Variables									
v63	.08	.09**	7.6	.07	.08*	3.2	.06	.05	
v73	.22	.10**	8.1	.30	.17**	14.8	.07	-.12	
v46	-.02	.07		-.06	.15**	7.5	.11	-.02	
v43	-.07	-.08**	4.5	-.09	-.11**	5.7	.00	-.02	
FS1A	.45	.35***	75.1	.44	.34***	42.9	.49	.50***	32.0
FS3A	.20	.06		.21	.04		.22	.09	
Contact with Fellow Students									
v28	.08	.03		.10	.00		.01	.14	
FS4A	.13	.06		.21	.04		-.03	-.11	
Contact with Tutor									
v29A1	.04	-.03		.09	-.03		-.11	-.12	
v29BC	.08	.01		.09	-.00		-.03	.07	
v30A	.16	.07*	3.1	.17	.09*	3.3	.16	.03	
FS2A	.06	-.02		.12	.03		-.03	-.13	
v29DEF	.02	-.02		.06	.04		-.06	-.07	
Summary Statistics									
R ²		.274			.326			.342	
R ^{2*}		.243			.284			.205	
F		8.91***			7.79***			2.50**	

*p < .10

**p < .05

***p < .0001

R^{2*} = Adjusted R²

Focusing on the final model, in the OUSL regression, (1) four variables in the set, Course-related Variables had a significant effect on *course will give skills*. These variables were 'high transfer to practice' (Bata= .34, F= 42.9), 'important to pass' (Bata= .17, F= 14.8), 'more feedback on assignments' (Bata= .15, F= 7.5) and 'worries about finance' (Bata= -.11, F=5.7). (2) It was found that only one variable ('training while teaching ', Bata=.10, F=4.7) in the set, School-related Variables contributed significantly to the explained variance of *course will give skills* in the final stage. (3) The effects of 'chance to voice interests' (in the set of Contact with Tutor) and 'hours on studies' were statistically significant in .10 level (Bata= .09, F= 3.37, Bata= .09, F= 3.79 respectively). The predictive model explained 28% of the variance of *course will give skills* (Adjusted $R^2 = .28$, F= 7.79; significant in .0001 level) for the OUSL sample.

The results for the final model of the OUUK regression show that (1) only one variable had a positive significant impact ('high transfer to practice' : Bata= .50, F=32.0, $p < 0.0001$) on *course will give skills*. (2) The negative effect of 'training while teaching' (Bata= -.14, F= 3.26) was significant only in .01 level. This means the total variance ($R^2 = .21$) in *course will give skills* could be accounted for entirely by the 'high transfer to practice'. 'High transfer to practice' (Bata=.52, $p < .0001$) was the only variable significant in the PGCE analysis. When this variable entered with 'important to pass' (significant in .10 level,) they produced an Adjusted $R^2 = .27$ in the PGCE regression.

Summary:

Considering both regression process and final results across the three situations, *course will give skills* was mainly a function of the set of Course-related Variables. However, we must not forget that some contribution of each set of variables was observable either in the process or in the final stage. For instance, in relation to tutor effects, it can be noted that significant effects of the set, Contact with Tutor as the final set entered, could be observable in the final stage of the OVERALL and OUSL regressions ('chance to voice interests') but

not in the regression process. These results suggest that for the OVERALL sample 24 percent of the variance of *course will give skills* could be predicted by the proposed model. This is less than the predicted variance 32 percent for *overall satisfaction*. Considering samples separately, *course will give skills* could be explained for the OUSL sample better than the OUUK sample, while the opposite was true for *overall satisfaction*.

6.5. Prediction of *confident about passing*

Process model:

The same predictive model was tested with *confident about passing*. In OVERALL regression (Table 6.6.), with the exception of the additions of the sets, Study Time and Style of Study and Self-related Demographics, all the other sets of variables added significantly to the regression equation. The set Family Factors, as the second set was entered in to the equation, produced 5.9% increase in R^2 and all the three variables in the set ('good family support', 'type of household' and 'children living with self') played a significant role in the understanding of *confident about passing*. Even though School-related Variables produced a significant increment in R^2 (2.1%) at the third step, the highest increase in R^2 (R^2 increase 16.8%) resulted from adding the fifth set Course-related Variables. It was nearly three times the increment in R^2 which resulted from adding the second important set (Family Factors). Surprisingly, 'high transfer to practice' was not a significant predictor of *confidence about passing* but the contributions produced by 'important to pass' and 'workload, level and methods suits' were statistically significant. The sets of Contact with Fellow Students (R^2 increase 0.9%) and Contact with Tutor (R^2 increase 2.4 %) as the sixth and seventh sets, added significantly to the predictive equation but it is important to note that in the set, Contact with Tutor, two of the three significant variables had a negative relationship with *'confident about passing'* (full description given in the final model)

Table 6.5.
Stepwise Regression Analysis: Prediction of *confident about passing* (v72A)

Indep.var	OVERALL				OUSL				OUUK			
	R ²	R ² *	DF	F	R ²	R ² *	DF	F	R ²	R ² *	DF	F
1.Self-related Demographics	.016	.016	5/660	2.14	.019	.019	5/440	1.74	.077	.077	5/146	2.46*
2.Family Factors	.074	.059	8/657	13.85**	.056	.037	8/437	5.63*	.112	.035	8/143	1.87
3.School-related Variables	.096	.021	12/653	3.86*	.091	.035	11/434	5.53*	.219	.106	11/140	6.36*
4.Study-time and Style	.101	.005	14/651	1.91	.104	.013	13/432	3.10*	.220	.001	13/138	.11
5.Course related Variables	.269	.168	20/645	24.63**	.271	.168	19/426	16.33**	.321	.100	19/132	3.25*
6.Contact with Fellow students	.278	.009	22/643	3.90*	.274	.003	21/424	0.75	.326	.006	21/130	.531
7.Contact with Tutor	.302	.024	27/638	4.46*	.279	.005	26/419	.63	.367	.041	26/125	1.64
R ² total	.302				.279				.367			
Adjusted R ²	.272				.234				.236			
F	10.22**				6.24**				2.79*			
*p < .05 **p < .0001		R ² = Multiple R			R ² * = R increase							

As can be seen in Table 6. 6, in the OUSL regression also the addition of the second set Family Factors (R^2 increase 3.7%) was significant but unlike in the OVERALL regression process, only one variable (good family support) had a significant relationship with the criterion variable. Also School-related Variables (R^2 increase 3.5%), Study Time and Style of Study (R^2 increase 1.3%) and Course-related Variables (R^2 increase 16.8 %) as the third, fourth and fifth sets, added significantly to the regression equation. As seen in the OVERALL regression process, 'important to pass' and 'workload, level and methods suits' played the most significant roles when the fifth set was entered. Neither the set, Contact with Fellow Students nor the set, Contact with Tutor, as the sixth and seventh sets entered produced a significant increment in R^2 as they did in the OVERALL regression.

Considering the patterns in the OUUK regression, neither the addition of the set Family Factors, nor the contribution made by individual variables in the set was statistically significant at the second stage but the increments in R^2 which resulted from adding the first, third and fifth sets, Self-related Demographics (R^2 increase 7.7%), School-related Variables (R^2 increase 10.6 %) and Course-related Variables (R^2 increase 10.0%) were statistically significant (Table 6. 5). As could be observed in the OVERALL regression, here also, the addition of the fifth set Course-related Variables had made 'level of education' variable highly significant ($p < .01$). Interestingly, in the process model, the amount of variance explained by the set School-related Variables was bigger than the amount of variance explained by Course-related Variables.

Final model:

As it could be seen in the process model, (1) at least two variables from each set (exception; the set Study time and Style) contributed significantly to the explained variance of *confident about passing* in the final stage. (2) Some of the variables which were significant in early stages did not contribute significantly in the final stage. For instance, 'number of children living with self' (in the set

Table 6.6.

The best predictors of *confident about passing* (v72A) (after entry of all variables)

Variable name	OVERALL			OUSL			OUUK		
	Zero r	Beta	F	Zero r	Beta	F	Zero	Beta	F
Self-related Demographics									
v05A	.04	.09**	7.3	.08	.07		.18	.19**	5.6
v08A	.01	.04		-.03	.01		-.08	-.01	
v03A	-.00	-.01		.11	.07*	3.0	-.05	-.10	
v04	-.12	-.09**	6.6	.01	.06		-.22	-.19**	6.2
v07B	.02	.04		.05	-.01		.04	.07	
Family Factors									
FS7A	.16	.07**	3.9	.17	.12**	6.3	.07	-.01	
v10A	.17	.11**	8.6	.02	.05		.07	.04	
v11A	.11	.04		.10	.05		.14	.08	
School-related Variables									
v16R	-.06	.00		---	---		---	---	
FS5A	.15	.10**	7.5	.22	.10**	4.9	.30	.10	
FS8A	.03	-.08**	4.1	.03	-.09**	4.0	-.01	-.03	
FS6A	.13	.02		.03	-.01		.29	.13	
Study time and Style of studies									
v20B	.01	.02		.10	.04		.10	-.04	
v18A	-.06	-.03		.14	.08*		.04	.05	
Course-related Variables									
v63	.02	.02		.02	.04		-.07	-.06	
v73	.42	.34***	91.6	.44	.40***	80.2	.25	.25**	9.8
v46	-.20	-.02		-.05	.03		.18	-.02	
v43	-.11	.02		-.06	-.06		.15	.21**	6.1
FS1A	.20	.06		.16	-.02		.27	.18**	4.5
FS3A	.13	.13**	10.4	.18	.11**	5.01	.35	.15	
Contact with Fellow students									
v28	.11	-.02		.00	-.06		-.10	-.10	
FS4A	.22	.09**	5.2	.11	.02		-.10	.12	
Contact with Tutor									
v29A1	.02	.12**	8.8	.10	.05		.03	.14	
v29BC	.07	-.03		.04	-.05		-.12	-.10	
v30A	-.09	-.08**	4.0	.12	.05		.02	-.20**	5.3
FS2A	-.11	-.02		.05	-.01		.09	-.02	
v29DEF	-.22	-.15**	11.4	-.00	.05		.10	.01	
R ²	.301			.279				.367	
R ^{2*}	.272			.234				.236	
F	10.22***			6.24***				2.79**	
*p < .10				**p < .05				***p < .0001	

R^{2*} = Adjusted R²

Family Factors) was not contributing significantly in the final stage. (3) 'Important to pass' in the set, Course-related Variables was the best single predictor (Bata= .34, F= 91.55, $p < .0001$) of all the variables regressed. (4) The effect of 'high transfer to practice' was not statistically significant but the effect of 'workload, level and methods suits' variables remained as significant (Bata= .13, F= 10.36). (5) Also, 'level of education' (Bata= .09, F=7.29) and 'sex' (Bata= -.09, F= 6.63) in the first set 'good family support' (Bata= .07, F= 3.92) and 'type of the household' (Bata= .11, F= 8.63) in the second set , 'feels confident and supported by colleagues' (Bata= 10, F=7.56) and 'training while studying' (Bata= -.08, F= 4.1) in the third set 'good contact with fellow students' (Bata= .09, F= 5.18) in the sixth set and 'contact with tutor' (Bata= .12, F=8.79), 'chance to voice interests' (Bata= -.08, F= 4.00) and 'distance contact with tutor' (Bata= -.15, F= 11.35) in the final set contributed significantly to the explained variance of *confident about passing*. The proposed model predicted 27% of variance of *confident about passing* (Adjusted $R^2 = .27$, F= 10.22, $p < .0001$) for the OVERALL sample.

In the final stage of the OUSL regression, (1) the significant effects of Self related Demographics ('level of education'; Bata= .07, F= 2.93), Family Factors ('good family support'; Bata= .12, F= 6.28), School-related Variables ('feels confident and supported'; Bata=.10, F= 4.90, 'training while teaching'; Bata= -.09, F= 4.02) and Course-related Variables ('important to pass'; Bata= .40, F= 80.21, 'workload,level and methods suits'; Bata=.11, F= 5.01) could be observable. (2) None of the variables in the set, Contact with Fellow Students nor in the set, Contact with Tutor contributed significantly to the explained variance in *confident about passing*. The model produced an Adjusted $R^2 = .23$ (23 % of the explained variance) for the OUSL sample.

Six variables were statistically significant in the final stage (Table 6.7) of the OUUK regression. These variables were : (1) 'important to pass' (Bata =.23, F= 9.78), 'worries about finance' (Bata=.20, F= 6.09), 'high transfer to practice' (Bata= .18, F= 4.47); in the fifth set (2) 'sex' (Bata= -.19, F= 6.17); and 'level of

education' (Bata= .19, F= 5.5.4) in the first set and (3) 'chance to voice interests' (Bata= -.20, F= 5.28); in the final set. (4) Even though in the regression process, the R^2 increment produced by the set, School- related Variables was bigger than the R^2 increment produced by the set, Course-related Variables, the effects of the School-related Variables were mediated by the effects of Course-related Variables in the final stage. (5) Unlike in the other two regressions, here, 'high transfer to practice' had a significant relationship with *confident about passing*. The predictive model produced an Adjusted R^2 =.25 for the OUUK sample (25 % of variance explained).

In a limited analysis, carried out with the PGCE data set 'important to pass' (Bata=.44) and 'workload, level and methods suits' (Bata=.36) were found to be contributing significantly to the explained variance of *confident about passing* . The amount of variance explained by these two variables was 24% (Adjusted R^2 =.24).

Summary:

When all the other sets were in the equation, the addition of the sets, Contact with Tutor and Contact with Fellow Students were statistically significant only in the OVERALL regression. Taking the OUSL , OUUK and PGCE samples separately the contributions of these sets were non-significant. It should be noted that two of the variables in the set, Contact with Tutor had a negative relationship with *confident about passing* in the OVERALL regression. In the OUSL regression no such effect was found but in the OUUK regression, 'chance to voice interests' had a significant negative impact on the criterion variable.

The dominance of the set of Course-related Variables was observable across all three regressions though it was not the variable 'high transfer to practice', but 'important to pass' that played the most important role in explaining *confident about passing*. All the sets in the proposed model, were involved in predicting *confident about passing* either in the process or in the final stage but unfortunately the predicted variance in relation to *confident about passing* (for

OVERALL sample; Adjusted $R^2 = .27$) was somewhat lower than that for *overall satisfaction* (Adjusted $R^2 = .32$).

6.6. Prediction of *satisfaction with progress*

Process model:

In general, the results revealed in *satisfaction with progress* were not much different from the results revealed in *overall satisfaction*. In the OVERALL regression process, with the exception of the additions of the sets, Contact with Tutor, Contact with Fellow Students and Self-related Demographics, the other sets added significantly to the regression equation (Table 6. 7). As the second set was entered, Family Factors produced a significant increment in R^2 (R^2 increase 3.5%) and 'good family support' and 'type of the household' as individual variables in the set played significant roles in predicting satisfaction with progress in this stage. The increase in R^2 which resulted from adding the third set, School-related Variables (R^2 increase 5.7%) was also statistically significant and all the three variables in the set were making a significant contribution to the explained variance in this stage. At the fourth step, the set, Study time and Style added significantly to the predictive equation (R^2 increase 2.0%) but its effects were redistributed as more powerful sets were entered. As the fifth set entered, Course-related Variables produced a considerable increase in R^2 (R^2 increase 10.2%). Unlike in the other regressions, the difference between the R^2 increment produced by the addition of the set Course-related Variables and the R^2 increment produced by the addition of its competitor, School-related Variables was very small. 'Workload, level and methods suits' was the best predictor in this stage. When the sixth set entered, none of the variables in the set were significant but the addition of the final set Contact with Tutor made 'good contact with fellow students' (in the sixth set) a significant individual predictor.

Table 6.7.

Stepwise Regression Analysis: Prediction of *Satisfaction with progress* (v69)

Indep.var	OVERALL				OUSL				OUUK			
	R ²	R ² *	DF	F	R ²	R ² *	DF	F	R ²	R ² *	DF	F
1.Self-related Demographics	.010	.010	5/660	1.29	.005	.005	5/440	.483	.024	.024	5/146	.704
2.Family Factors	.045	.035	8/657	8.05**	.035	.029	8/437	4.44*	.097	.073	8/143	3.87*
3.School-related Variables	.102	.057	12/653	10.32**	.094	.059	11/434	9.39**	.229	.132	11/140	8.03**
4.Study-time and Style	.122	.020	14/651	7.48*	.114	.020	13/432	4.90*	.240	.011	13/138	.952
5.Course-related Variables	.224	.102	20/645	14.14**	.183	.070	19/426	6.02**	.348	.108	19/132	3.63*
6.Contact with Fellow students	.227	.003	22/643	1.29	.199	.015	21/423	4.08*	.348	.001	21/130	.063
7.Contact with Tutor	.236	.009	27/638	1.56	.205	.006	26/419	.686	.393	.045	26/125	1.85
R ² total	.236				.205				.393			
Adjusted R ²	.204				.154				.267			
F	7.31**				4.15**				3.11**			
*p < .05	**p < .0001	R ² = Multiple R			R ² * = R increase							

In the OUSL regression process (Table 6.7) the second set, Family Factors added significantly to the equation (R^2 increase 3.5%) but the predictive power of Family Factors was mediated by the entry of third set, School-related Variables. It also added significantly to the equation (R^2 increase 5.9%). The increment in R^2 resulted from adding the fourth set Study Time and Style of Study was significant (R^2 increase 2.0%), and the two variables in the set made a significant contribution in this stage. At the fifth step, when Course-related Variables were entered, only one variable from the early sets remained as statistically significant. The sixth set, Contact with Fellow Students (R^2 increase 1.5%) was associated with a significant increase in R^2 and 'good contact with fellow students' was the best predictor of the set. It is important to note that the set School-related Variables (R^2 increase 5.9%) was as important as the Course-related Variables (R^2 increase 7.0%) in predicting '*satisfaction with progress* in the process model.

Turning to the OUUK regression process, the additions of the second, third and fifth sets, Family Factors (R^2 increase 7.3%) School-related Variables (R^2 increase 13.2 %) and Course-related Variables (R^2 increase 10.8%) were statistically significant. Interestingly, in the regression process, the R^2 increment resulting from adding the School-related Variables was larger than the R^2 increment resulting from adding the Course-related Variables. Even though the former set added significantly and 'feels confident and supported by the colleagues' and 'school workload' as individual variables in the set had a significant positive impact on *satisfaction with progress* at that stage, the addition of the latter set made those relationships non-significant. Neither the sixth set, Contact with Fellow Students, nor the seventh set, Contact with Tutor added significantly to the equation but in the final stage, 'good contact with tutor' positively and 'meetings with tutor outside tutorials' negatively associated with *satisfaction with progress*.

Table 6.2.

The best predictors of *overall satisfaction* (v75A) (after entry of all variables)

variable name	OVERALL			OUSL			OUUK		
	Zero r	Beta	F	Zero r	Beta	F	Zero r	Beta	F
Self-related Demographics									
v05A	-.01	.02		.02	.03		-.02	.10	
v08A	-.03	-.03		-.09	-.05		-.04	-.01	
v03A	.13	.01		.14	-.01		.12	.10	
v04	.02	.02		.02	.02		.08	.12*	3.3
v07B	.15	.10**	7.3	.17	.12**	5.8	.05	.07	
Family Factors									
FS7A	.17	.03		-.18	.02		.08	.07	
v10A	.00	.04		.03	-.00		.10	.07	
v11A	.07	.04		.11	.03		.12	.07	
School-related Variables									
v16R	-.08	-.07**		—	—		—	—	
FS5A	.30	.10**	7.6	.30	.14**	9.1	.32	.03	
FS8A	.16	.04		.20	.04		.10	.05	
FS6A	.13	-.01		.11	-.03		.19	-.07	
Study time and Style of study									
v20B	.05	-.02		.04	-.02		.06	-.03	
v18A	.11	.03		.15	.04		.16	.12*	2.9
Course-related Variables									
v63	.04	.06*	3.2	.05	.05		.02	.05	
v73	.22	.12**	11.5	.24	.10**	5.4	.25	.09	
v46	.04	.09**	4.5	-.13	.03		.37	.11	
v43	.03	-.01		.05	.05		.01	-.09	
FS1A	.46	.32***	69.7	.42	.27***	29.6	.56	.38***	24.7
FS3A	.35	.20***	25.1	.33	.18**	14.8	.45	.32***	14.2
Contact with Fellow tudents									
v28	.03	-.02		.08	-.00		-.08	-.12	
FS4A	.14	.14**	11.7	.20	.08*	2.8	.05	.13*	2.4
Contact with Tutor									
v29A1	.07	.00		.08	.00		.02	-.01	
v29BC	.09	.02		.08	-.01		.06	.13*	3.3
v30A	.17			.12	.01		.25	-.05	
FS2A	.19	.08**	4.4	.20	.11**	5.9	.23	.06	
v29DEF	.06	-.02		.03	.01		.09	-.02	
R ²	.351			.318				.508	
R ^{2*}	.324			.276				.406	
F	12.78***			7.52***				4.97***	

*p < .10

**p < .05

***p < .0001

R^{2*} = Adjusted R²

Final model:

Focusing on the final stage of the OVERALL regression (Table 6.8), (1) it could be noted that 'workload, level and methods suits' (Bata= .27, F= 41.97) became the most significant predictor of *satisfaction with progress*. (2) 'High transfer to practice' (Bata= 11, F = 7.15) also played a significant role in explaining the criterion variable but its predictive power was considerably low compared with the other regressions. (3) In addition to the significant contributions of the two Course-related Variables mentioned above, 'training while teaching' (Bata = .08, F= 4.27), 'scheduling of studies' (Bata= .08, F= 4.17) , 'contact with fellow students' (Bata= .09, F= 4.27) and 'good contact with tutor' (Bata= .10, F= 4.71) entered at the third, fourth, fifth, sixth and seventh steps, (respectively) contributed significantly to the explained variance. This predictive model accounted for 20% of the variance of *satisfaction with progress* (Adjusted R^2 =.20).

Considering the final stage results of the OUSL regression, (Table 6.8), (1) only three variables contributed significantly to the explained variance. These three variables with their sets were; 'training while teaching' (Bata= .14, F= 8.28) in the set, School-related Variables, 'workload, level and methods suits' (Bata= .25 , F= 24.33) in the set, Course-related Variables and 'good contact with fellow Students' in the set, Contact with Fellow students (Bata= .15, F= 9.03). (2) It could be noted that the predictive power of the early entered sets were redistributed when more powerful sets were entered . The predictive model only explained 16% of the variance of *satisfaction with progress* for the OUSL sample (Adjusted R^2 = .16, F= 4.15, $p < .0001$).

In the final stage of the OUUK regression, (1) the effects of the School-related Variables' were mediated by the Course-related Variables set . (2) Two variables from the Family Factors ('type of household' : Bata= - .23, F= 7.64 and 'children living with self ' : Bata=.16, F= 3.15) , one variable from Study Time and Style of Study ('scheduling of studies': Bata= .16, F= 3.54), two variables from Course-related Variables ('workload,level and methods suits': Bata= .28, F= 8.74 and

'high transfer to practice': $Bata=.16$, $F= 3.23$) and two variables from the set, Contact with Tutor ('meetings outside tutorials': $Bata= -.13$, $F = 2.94$,only in $p< .10$ and 'good contact with tutor' : $Bata= .19$, $F= 5.48$, $p< .05$) contributed significantly to the explained variance of *satisfaction with progress*. The model explained 27% of the total variance (Adjusted $R^2 = .27$, $F = 3.11$, $p < .0001$). For the PGCE sample 'workload, level and methods suits' ($Bata=.23$) and 'high transfer to practice' ($Bata= .25$) were significant in .10 level and these two variables produced a $R^2=.13$.

Summary:

Satisfaction with progress was the least predicted variable for the OUSL sample ($R^2 = .16$), the OVERALL sample ($R^2 = .20$) and for the PGCE sample ($R^2= .13$). The addition of the set, Family Factors was a significant addition and some variables in the set contributed significantly to the explained variance at the second step but the predictive power of the set was mediated by the School and Course-related Variables which were entered at the third and fifth steps. Also, entered at the final step, 'good contact with tutor' variable added significantly to the variance explained. Considering the results for the process model and final model, with the exception of the set, Self-related Demographics , all the other sets (Family Factors, School-related Variables, Course-related Variables, Contact with Fellow Students and Contact with Tutor) were involved in predicting *satisfaction with progress* among teacher trainees/student teachers studying at a distance.

6.7. Synthesis

Table 6. 9 compares the results of *overall satisfaction* with the other three criterion variables (*course will give skills*, *confident about passing* and *satisfaction with progress*) obtained in the OVERALL regressions and the OUSL and OUUK regressions. Also, the Table 6.9 summarises the contributions of all the sets of variables (significant either in the regression process or final

stage) in predicting the four criterion variables. As can be seen in this table, there are small differences in relation to the roles played by the seven sets of variables in explaining the four dependent variables. This situation was not surprising because the four dependent variables reflected four different aspects of student success in teacher education programmes. *Overall satisfaction* is the best predictor of "self-perceived success" while in turn it will be a very good predictor of actual success. As the Table 6.9 indicates, in general, the patterns revealed in the other regressions were not much different from the pattern in *overall satisfaction*.

The set Course-related Variables had a consistent significant effect across all regressions as the best predictor set of 'self-perceived success' (*Overall satisfaction, course will give skills, confident about passing and satisfaction with progress*). 'High transfer to practice' was the best single predictor of *overall satisfaction* and *course will give skills*. 'Important to pass' was the strongest predictor of *confident about passing* while 'workload, level and methods' played the most significant role in explaining *satisfaction with progress*.

Across the OVERALL regressions, clearly the set, Contact with Tutor mattered. Interestingly, both the addition of the set and also at the level of the contributions made by individual variables in the final stage were significant in relation to *confident about passing*. Also, in two of the four OUSL regressions and three of the four OUUK regressions, the effect of 'contact with tutor' was significant in the final stage. As the sixth variable set entered, 'contact with fellow students' also played a role in the regression process (OVERALL) as well as in the final stage in explaining criterion variables. In the OUUK regressions, the role played by the set, Contact with Fellow Students was mediated by the other powerful sets of variables. Mostly in OUSL regressions but only in one OVERALL and one OUUK regression, the contributions made by the set, Study Time and Style of Study was significant.

Table 6.9

Summary of regression analyses for four dependent variables relating to success

variables	<i>Overall satisfaction</i>			<i>course will give skills</i>			<i>confident about passing</i>			<i>satisfaction with progress</i>		
	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK
1. Self-related	sig	sig	no sig	sig	sig	no sig	no sig	no sig	sig	no sig	no sig	no sig
sex			sig	sig			sig		sig			
age				sig								
years in teaching	sig	sig										
level of education							sig	sig	no sig			
2. Family factors	sig	sig	no sig	sig	sig	no sig	sig	sig	no sig	sig	sig	sig
good family support							sig	sig				
type of household							sig					sig
children living with self												sig
3. School-related	sig	sig	sig	sig	sig	no sig	sig	sig	sig	sig	sig	sig
feels confi; supported	sig	sig					sig	sig				
training while teaching					sig	sig	sig	sig		sig	sig	
4. Study time	no sig	no sig	no sig	no sig	sig	no sig	no sig	sig	no sig	sig	sig	no sig
hours on studies					sig			sig				
scheduling of studies										sig		sig

sig = significant in the process (sets) or at the final stage (independent variables)

Table 6.9
Summary of regression analyses for four dependent variables relating to success

variables	Overall satisfaction			course give skills			confident about passing			satisfaction with progress		
	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK	OVERALL	OUSL	OUUK
5. Course-related	sig	sig	sig	sig	sig	sig	sig	sig	sig	sig	sig	sig
group discussions	sig			sig	sig							
important to pass	sig	sig		sig	sig		sig	sig	sig			
feedback on assign:	sig				sig							
high transfer to practice	sig	sig	sig	sig	sig	sig			sig	sig		sig
workload, level suits	sig	sig	sig				sig	sig		sig	sig	sig
worries about finance				sig	sig				sig			
6. Contact with Fellowss	sig	no sig	no sig	no sig	no sig	no sig	sig	no sig	no sig	no sig	sig	no sig
good contact	sig	sig	sig				sig			sig	sig	
7. Contact with Tutor	no sig	no sig	no sig	no sig	no sig	no sig	sig	no sig	no sig	no sig	no sig	no sig
good contact	sig	sig					sig			sig		sig
meetings with tutor			sig									
chance to voice				sig	sig		sig		sig			
Distant contact							sig					

sig = significant in the process (sets) or at the final stage (independent variables)

These results support the hypothesis that a substantial proportion of the explained variance of *self-perceived success* in teacher education programmes can be jointly predicted by the sets, Self-related Demographics, Family Factors , School-related Variables, Study Time, Course-related Variables, Contact with Fellow Students and Tutors. In the second part of this chapter, student and tutor comments are considered and in the next chapter, the findings of the regression analyses and the student and tutor comments are discussed.

Part II Themes in the open-ended comments: a check on regression results

6.8. Analyses of field of student comments and tutor comments

This section presents student and tutor comments on the open ended questions in Teacher education questionnaire I (students) and II (tutors). By including open ended questions, it was expected to cross-check the answers given for closed type questions and to check the validity and reliability of the findings .

1. Student views of their courses, support systems, problems and outcomes

A summary of student views is given in the Tables (1- 6) in Appendix 11. As the Table 1 shows, 46% of the OUSL sample commented on teaching practice as *the feature that contributes most* to their professional development. 28% indicated the relevance of specific subject areas while 7% related their answer to the development of professional skills. 19% of the OUUK sample showed their concern with the practical nature of the course structure while 17% regarded the development of professional skills as *the feature that contributes most*. Interestingly a considerable proportion of the OUUK sample (15%) indicated assignments. For the PGCE sample, teaching practice (35%) was the *feature that contributes most* to their professional development and 14% of the

sample did relate their answer to the practical nature of the course. Considering all the samples together (OVERALL), teaching practice (34%) was the single feature that contributed most to their professional development and relevance of specific subject areas (23%) was the second important feature (Figure 1, Appendix 12). Overall, 87% of the OUSL sample, 58% of the OUUK sample and 68% of the PGCE sample considered course-related features as more important to their professional development.

Not many students commented on *the feature that contributes least* to their professional development. However, 11% of the OUUK sample, 15% of the OUSL sample and 12.3% of the PGCE sample regarded all features as important. As Table 2 (Appendix 11) indicates, a considerable proportion of students in all three samples did indicate some specific subject areas as the feature which did not contribute to their professional development.

When they were asked to indicate *the most important kind of support given* , 25% of the OUSL sample commented on face-to-face tutorials (Table 3 in Appendix 11). 25% of the PGCE sample and 34% of the OUUK sample regarded contact with tutor as *the most important kind of support given* (Table 3). A minor proportion of the OUSL (7%) and OUUK students (11%) related their answer to lesson material and a small percentage of the PGCE sample (11%) did indicate contact with fellow students. It is possible that as the only opportunity available for meetings with their tutors/lecturers, a substantial proportion of the OUSL sample (14.7%) related their answer either to increase the number of tutorials or to improve the quality of tutorials when they were asked to comment on *the additional support needed*. As the Table 4 (Appendix 11) shows, 16% of the OUUK students also commented on face-to-face tutorials while 11% of the PGCE sample commented on contact with staff as *the additional support needed*. Focusing on the major areas, it was clear that a larger proportion of all three samples (42% OUSL, 48% OUUK and 47% PGCE) shared a view that more internal support would be helpful.

All the three samples related their answers to the problems external to the course while commenting on the *main problem* that had hindered their continuation and progress in the programme (Table 5 in Appendix 11). Interestingly, 19% of the OUSL sample, 24% of the OUUK sample and 17% of the PGCE sample indicated 'lack of time' as their main problem. For 17% of the OUSL sample and 24% of the OUUK sample it was the work commitments which had hindered their continuation and progress in the programme. As above results suggest, a considerable proportion of students from all the three groups did indicate family problems as their main problem but it should be noted that 29 % of the OUSL students, 16% of the OUUK and 12 % of the PGCE students stressed the problems internal to the course. However, 55.7% of the OUSL, 66.5% of the OUUK and 54.4% of the PGCE respondents spontaneously pointed out that their main problems were external to their course.

These three samples anticipated different outcomes as a result of gaining course certificate. Nearly two third of the OUSL sample commented on the development of their professional skills and 17% indicated better salary as the most important outcome. 21% of the OUUK sample reported satisfaction while 18% regarded promotion as their *anticipated outcome*. For the PGCE sample, the most important outcome was finding a job (32%) but a considerable proportion (16%) related their answer to the development of teaching skills (Table 6, Appendix 11).

The student comments on courses, support systems, problems and outcomes can be summarised as follows: students consider teaching practice or applicability of the course to job as the feature which contributes most to their professional development; their comments on the support provided by the institution and additional support needed were related either to face-to-face tutorials or contact with staff, indicating a desire for face-to-face contact. Problems outside the course were the most crucial to their studies but the OUSL students did indicate problems related to course; they anticipated

developing professional skills, getting high salary and finding a job after certification.

2. Tutor comments on courses, support systems and student problems

This section presents tutor comments on courses, support systems and student problems. Five tutors from the OUUK teacher education courses, five from the OUSL teacher education course (PGDE) and five from the PGCE institutions had completed the 'Teacher education questionnaire II' and Appendix 13 summarises their comments.

Three of the OUUK tutors commented on relevance of course content as *the feature that contributes most* to their students' professional development. One considered the whole course as important while the other related the answer to distance approach. In their point of view, flexibility given to tutors, provision of face- to-face tutorials and lesson material were *the most important kind of support* provided by the institution. All five tutors indicated course related problems that students discussed so it was clear that tutors/ counsellors had had to play a vital role in helping students with these problems in the OUUK setting. For example, the problems like difficulty in organizing time and difficulty in meeting dead-lines could be solved with the help of a personal tutor. Family and work commitments were the main reasons given for *student discontinuation of the course*. That does not mean that tutors or the institution can not do anything about it . By providing a reasonable workload, flexible dead-lines and personal guidance and counselling, self-perceived success can be improved. Promoting student support and improving the quality of tutor contact were the OUUK tutors' main *suggestions for a good student support system*.

Three of the OUSL tutors commented on face-to-face tutorials and two commented on teaching practice as *the feature that contributes most* to their students' professional development and these results are consistent with student comments. As four of the OUSL tutors pointed out, *the most*

important kind of support given by the institution was face-to-face tutorials. The other commented on the actions taken to improve the quality of marking. The *student problems* that they indicated were mostly related to course but no one in the system performs a counselling role. No personal tutors are available as a part of the OUSL support system. Interestingly, improving the quality and amount of face-to-face tutorials was their *main suggestion* for good student support. Some suggested improving the communication system and encouraging self help groups to ensure good student support. Reasons given for *student discontinuation* of the course were mostly related to family problems (Appendix 13).

The tutors involved in the PGCE programme also commented on school practice as *the feature that contributes most* to their students' professional development. One focused on the behavioural change that the students were going through as *the most important feature*. Three tutors regarded accessibility of staff and other students as the *most helpful support given* by their institutions while two commented on the importance of counselling. As they pointed out, by improving the quality of tutor contact, school practice and material and by making the course more applicable to students, *good student support* could be maintained. The reasons for *student discontinuation* of the course were related to pressure of family and work commitments, and financial problems.

Even though there are many differences in these three programmes, tutors also regarded good contact with tutor and the relevance of course to their jobs as the most important factors that facilitate student success in the teacher education programmes studied.

6.9. Student comments on the existing conditions and future developments of the PGDE programme

Improving the quality of the PGDE programme was one of the primary objectives of this study. By developing a model which illustrates the relative effects of the seven sets of variables on 'self-perceived success' and also, identifying differences and similarities of the OUSL and OUUK student populations the directions for future developments of the PGDE programme can be notified. With the intention of cross-checking the relevance of those findings for the OUSL students, a different approach was followed. The OUSL students were asked to comment on the existing conditions of the PGDE programme and to indicate necessary changes/improvements to ensure a better service for future students in addition to the common open-ended questions included in the questionnaire. Also, in-depth interviews with eight OUSL students were conducted to get a close look at their major concerns and problems. A summary of interview data and student comments on the existing conditions and future developments of the PGDE programme are presented in this section. In the discussion section, these results will be used with other comments to make necessary suggestions for the provision of a better service for future students.

Directions of the interviews

Eight students from four regional centres voluntarily participated for the interviews. The open-ended questions in the questionnaire I were used as the guiding questions for the interviews. The Table in the Appendix 14 presents the summary of interview data. Focusing on their current roles, two of the respondents were lecturers in Teachers Colleges and one was a principal of a government school. All the others were assistant teachers in government schools. As the summary table indicates, these eight students had different motives for enrolling in the programme.

Only one respondent had full-time training in a training college and one had three weeks induction training but the others had no training to start their career as teachers. They expressed their views about the importance of the programme, OUSL administration, instructional procedure, teaching practice, assignments, study groups and other general comments on the future developments of the programme. As the summary table (Appendix 14) shows, all the respondents pointed out the importance of the programme to the development of their present roles. Commenting on OUSL administration, they showed their greatest concern about the inefficiency of the existing communication system and inadequacies of the student support system.

Three out of eight respondents (OUSL) stressed that the method used for face-to-face teaching (lectures) did not suit them and three believed that the tutor-student interaction was not close enough. Interestingly, all had shared a view that small group discussions would be the best solution for their current problems. Clearly, three of them had not started their TP at the time that the study was carried out but the others were in the preliminary stage of Teaching Practice. Even though every respondent appreciated the supervisory and counselling role played by the Master teachers in relation to TP, three indicated their difficulties in coping with them.

Many expressed their dissatisfaction with the way that the assignments were handled and marked. Interestingly, four out of eight respondents had maintained a close relationship with their fellow students and admitted that their meetings had a positive impact on their studies. When asked to make additional comments, four respondents highlighted the necessity of improving links between school and the OUSL. Others' comments either related to low quality of modules or inapplicability of the course to their professional roles.

The OUSL student comments on the open-ended questions (additional)
Unfortunately, not many OUSL students had had the opportunity to answer these open-ended questions due to the limited time provided. It should be

noted that several students who had expressed a favourable feeling about the existing conditions of the PGDE programme also indicated changes and developments in the programme. A summary of the OUSL student comments on the open-ended questions is given in Appendix 15, from Tables 1 to Table 5 .

1. Student comments on the OUSL administrations and suggestions for future

As can be seen in Table 1 (Appendix 15), 18 % of the students agreed that the existing conditions were satisfactory. Their comments related to good regional services (6%) , efficient central administration (4%) , student support in general (3%) and distribution of modules (2%). Only 2% of the sample agreed that the existing system to maintain contact with tutor was satisfactory. However, 50% of the sample shared a view that changes would be necessary to ensure a better service for future students. Looking at their responses in particular, 16% suggested improving regional services while 9% pointed out a need for strengthening tutor-student contact. Only 8.3 % felt that support (general) needed improving and only 5% focused their attention on assignments. A negligible proportion of students said that improving the quality of the lesson material was necessary.

2. Student comments on the services provided by the Education Unit and suggestions for future

According to Table 2 (Appendix 15), nearly 20% of the OUSL sample was satisfied with the services provided by the Education unit. Support (7%) , tutorials (5%), material (3%) and assignments (2%) were the four main areas that they focused their comments on. The proportion who suggested that the changes were necessary was twice the proportion who expressed that the existing conditions were satisfactory. 12 % of them suggested improving student support and 6% wanted the number of tutorials to be increased. 5% expressed a need for improving the quality of tutorials while 5% suggested improving contact with tutor.

3. Student comments on the instructional procedure and suggestions for future

When the OUSL students were asked to comment on the instructional procedure of the PGDE programme, 29% expressed favourable feelings about the existing conditions (Table 3 in Appendix 15). 7% revealed that the organization of tutorials was satisfactory and 6% considered the opportunities to interact with tutor were sufficient. 4% of them agreed that the quality of teaching was of a good standard though a considerable proportion of the sample (56%) stressed the idea that changes/improvements in the instructional procedure would be necessary. The main area that a considerable proportion of students (20%) were concerned about was tutor-student interaction. Out of them, 11% stressed the necessity of improving close interaction while 9% suggested increasing the opportunities for interaction with tutor. Quality of teaching (6%), teaching practice (8%) and orientation of instruction [(i.e. student needs) 9%] were the other main areas that the OUSL students were concerned with.

4. Student comments on supervision for TP and suggestions for future

According to Table 4, in Appendix 15, 20% of the sample expressed their satisfaction with the existing conditions of TP. The areas that a considerable proportion of students commented, were related to techniques for TP (8%) and organization of TP (8%). Only a minor proportion (2%) of the sample were satisfied with the quality of TP supervision. It is important to note that 17% of the sample indicated that they had no experience about TP at the time that the study was carried out. 40% of the sample believed that supervision for TP should be improved. The areas that a considerable proportion of sample suggested improving were related to the techniques (23%) and quality of supervision (10%) for TP.

5. Student comments on assignments and suggestions for future,

As the Table 5 (Appendix 15) indicates, 22% of the sample expressed satisfaction with the existing conditions of assignments . Their comments were mainly focused on feedback (12%) and discussions/tutorials on assignments. Out of 46% of the sample, who necessitated improving the existing conditions, 13% wanted feedback on assignments be improved. The second important area as they indicated was related to the provision of discussions/tutorials on assignments. 5% suggested shortening turn round time while a minor proportion felt that the marking procedure needed to be improved.

These results do reflect the impression of the OUSL students about the existing conditions of the PGDE and their future requirements. It was believed that integrating qualitative data (interview and open ended answers) with quantitative analyses (factor, regression and discriminant analyses) will provide a firm ground to illustrate the major findings of this research and to make suggestions for future developments of the PGDE programme.

6.10. Summary

As the results for multiple regression analyses demonstrate, the set Course-related Variables had a consistent significant effect on 'self-perceived success' across all the samples. 'High transfer to practice' and 'workload, level and methods suits' were the most strongest single predictors. The effect of the set, Contact with Tutor was also noticeable in relation to *overall satisfaction* (for OVERALL and OUSL samples), *confident about passing* (OVERALL and OUUK samples) and *satisfaction with progress* . In addition, School-related Variables and Family Factors seemed to have a role to play in predicting self-perceived success but Study Time and Style of Study played only a little part. Overall, the findings suggest that the seven sets of variables jointly accounted for a considerable proportion of the explained variance of *overall satisfaction, course will give skills, confident about passing and satisfaction with progress*.

Turning to student and tutor comments on their teacher education courses, support systems and problems in studying at a distance, the same results were noted. They spontaneously highlighted the applicability of course to job, good quality contact with tutor and face-to-face teaching as the most influential features in the programme. However, many OUSL students agreed that the existing student support system, contact with tutor and teaching methods (lectures, assignments) of the PGDE programme should be improved.

Chapter 7

Discussion

7.1. Introduction

In the first part of this chapter, the focus is on discussing the main findings of the stepwise multiple regression analyses. In this discussion, roles played by each set of variables in the understanding of 'self-perceived success' are considered separately. The discussion is supported by tutor and student comments given for the open-ended questions in the questionnaires. In the second part, the similarities and differences between the OUSL and OUUK student populations are discussed in relation to the main findings of the discriminant analyses and multiple regression analyses. Also in the second part, directions for the future developments of the PGDE programme are considered and an overview of the major findings is presented.

Part I Relative importance of variables contributing to 'success'

7.2. Discussion about major findings

In the initial stage of the analysis, results for factor analyses were sufficiently promising that the researcher could continue multivariate analyses on the basis of a common factorial structure. As the results for the discrimination analyses suggest, the main differences between the two main populations rested on the characteristics of the programmes they were involved in. Only more 'distance contact with tutor', more 'feedback on assignments' and less 'contact with fellow students' contributed significantly to discrimination between the two student populations with the OUUK students having the former two kinds of support. The OUSL students mostly had the support from their fellow students. The other variables in the Course-related set (e.g. 'high transfer to practice, important to pass') did not play a part in discriminating

between the two groups. Also, even though the researcher was dealing with two populations in two different cultures, neither the Self-related Demographics, the variables related to external environment (family and school) nor the outcome variables (*overall satisfaction*, *course will give skills*, *confident about passing* and *satisfaction with progress*) classified the two groups correctly. These primary findings directed this research towards developing a general model of student 'self-perceived success' for teachers taking courses at a distance.

The results of the stepwise multiple regression analyses indicate that the seven sets (Demographics, Family, School, Study Time, Course-related, Contact with Fellow Students and Contact with Tutor) examined in the present study predicted a considerable proportion of the variance in 'self-perceived success'. OVERALL, that is among all the respondents in the study, the percentage of variance accounted for was: *overall satisfaction* - 32 %, *course will give skills* - 24%, *confident about passing* - 27% and *satisfaction with progress* - 21%. Parkes (1989) had notably better success in predicting PGCE performance with 45.5% of variance explained. Parkes findings might be explained mainly by the fact that she used quantitative measures of performance, such as scores for curriculum studies and Teaching practice marks, whereas the present study is based on attitudinal measures like *overall satisfaction* and *satisfaction with progress*. However, in the separate OUUK and OUSL regression analyses for some variables, the variance explained was higher than it is in the OVERALL regressions. For instance, for the separate OUUK analysis, 41% of the variance in *overall satisfaction* and for the separate OUSL analysis, 28% of the variance in *course will give skills* was explained.

Turning to the contributions made by each set of variables, the study highlights the relative importance of Course-related Variables in predicting student 'self-perceived success' and also provides evidence for the impact of good quality human contact ('good contact with tutor', 'good contact with fellow students')

and support ('good family support, 'feels confident and supported by colleagues') in promoting student confidence and satisfaction.

In the present study, the strongest single predictor of *overall satisfaction* was a course with 'high transfer to practice'. 'High transfer to practice' also accounted for the largest proportion of the explained variance in *course will give skills*. 'Important to pass' was the best single predictor of *confident about passing* and 'workload, level and methods suits' was the strongest predictor of *satisfaction with progress*. Also, the variables related to contact with tutor and fellow students, affective support received from colleagues and family, continuing studies while teaching, more experience in teaching and high level of education contributed significantly to the understanding of different aspects of 'self- perceived success'.

7.3. Course-related Variables

Course-related Variables were found to predict a substantial proportion of the variance in 'self-perceived success' and to be the most important set of predictor variables. In this study, Course-related Variables mainly focus on how far the course curriculum is applicable to students, how reasonable the workload is and how important it is to the students to pass the course. Therefore, it is more likely that in teacher education programmes aimed at the professional development of teachers, 'self-perceived success' is mainly a function of the agreement between the course and the teachers' needs in relation to their current roles. This finding is consistent with the findings reported in Bajtelsmit (1988) and in Avalos (1985). They identified a need to maintain a close congruence between academic components of the course and occupational environment in relation to the professional training programmes the students studied.

However, this finding contrast with the Powell, Conway and Ross (1991) model where the researchers highlight the direct effects of student predisposing characteristics by arguing that institutional factors have no direct effects on

student success. It also indicates that Tinto's dropout model (1975) which supports that the interaction between institution and students was the prime important in predicting dropout from college may not directly apply for teachers taking professional courses at a distance. The present research suggests that fit between the student and course in terms of applicability, workload and distance study methods suits is important. Therefore this finding lends support to the idea that the external environment is an important factor in predicting student success in distance educational settings. Bean and Metzner's dropout model (1985) for non-traditional students takes into account the importance of external environment but in their findings academic factors were much more important. However, the present study provides clear evidence that supportive external factors contribute to student success.

The finding that student perceived 'high transfer to practice' was the strongest predictor of *overall satisfaction* and *course will give skills* lends support to the view that teacher education programmes should be practically oriented with a focus on the teachers professional roles at school. Interestingly, student comments and tutor comments also naturally focused on the same aspect of the course. As indicated in the Chapter 6 , Part II, a substantial proportion of student teachers/ teacher trainees regarded either the applicability of course or Teaching Practice as the most important feature contributing to their professional development. Below are given some of the student comments which highlight the importance of the practical nature of the course and the applicability of the course to their job.

1. The feature that contributes most- substantive content

- * *Practical guide-lines for planning and implementing in the classroom* (OUUK student)
- * *The need to reflect my own teaching combined with practical application of learning theory* (PGCE student)
- * *Linking educational theory and practice in teaching learning context* (OUSL student)

2. The feature that contributes most- course components

- * *School based Teaching Practice* (OUSL student)
- * *Practical work involved in completing assignments* (OUUK)

3. The feature that contributes most- course structure

- * *Good mix of practical ideas with theoretical underpinning* (OUUK)
- * *The emphasis on relating theory and practice* (OUSL)
- * *Its practical relevance to job* (OUUK student)

Tutors, too, commented on relevance of the course to the teachers' job as the feature that contributes most to teachers professional development. These results support the idea that the relevance of course to their job is one of the most significant predictors of satisfaction with a course for teacher trainees/student teachers taking courses at a distance .

Due to missing data, 'teaching practice' variables (v76, v77, v78) had to be deleted from OVERALL and the OUUK factor analyses and regression analyses, but a considerable proportion (34%) of OUSL and PGCE student comments do highlight the importance of 'teaching practice' for teacher trainees/student teachers.

In the present study, a reasonable workload ('workload, level and methods suits') together with a positive view of the distance learning methods played the most important role in explaining student *satisfaction with progress*. Also, workload was jointly involved with the variable 'high transfer to practice' in predicting *overall satisfaction* . Many teachers, continuing their studies at a distance have problems with integrating the requirements of their families, the responsibilities at schools and demands originating from their studies. Therefore a course with a workload that is perceived as reasonable, will improve their satisfaction with progress and satisfaction with the course and in turn improve their actual success in the programme. This finding is consistent

with dropout studies in which the researchers have identified a close association between student difficulties in combining studies with their family responsibilities and work commitments, and their dropping out from distance programmes (Kember, 1981, Glatter and Wedell, 1971, Woodley and McIntosh, 1977).

Interestingly, tutor comments also naturally focused on the negative impact of heavy workload on student success in teacher education programmes thereby supporting the finding that maintaining a reasonable workload in teacher education courses helps student success. Examples are given below;

Q: *"main problems student discussed with their tutors "* (A fuller account can be found in Appendix 13)

- * *Great deal of course assessment (tutor 1)*
- * *Organising study time (tutor 3)*
- * *Voluminous models (tutor 5)*
- * *Meeting deadlines and schedules (tutor 14, 15)*

This situation is consistent with the findings of Dock, Duncan and Kotalawale (1988) in relation to the IDE programme and of Gatawa (1990) in relation to the ZINTEC programme. In both programmes, heavy course workload acted as a hindering factor of student teachers' success.

'Important to pass' was the strongest indicator of student *confident about passing* their course. Clearly the OUSL and OUUK students were studying courses with different objectives but each type of course had had a strong influence in promoting student motivation to pass. In addition, 'important to pass' was involved in predicting *overall satisfaction and course will give skills* together with 'high transfer to practice' and 'workload, level and methods suits'. This situation indicates the possibility of improving 'self-perceived success' among teachers by making clear the relevance of the course for their

teaching and also outcomes in career terms. The finding that motivation ('important to pass') is an important indicator of self-perceived success is consistent with Parkes (1989). She also found that motivational variables played a significant role in predicting PGCE performance.

'Feedback on assignments' also facilitated *overall satisfaction*. It is suggested that more feedback strengthens the possibilities of feeling successful and therefore experiencing actual success in the teacher education programme conducted through distance mode. Adding the set, Contact with Fellow Students at the sixth step in the regression, improved the predictive power of 'feedback on assignments'. This suggests that different kinds of student support (i.e. feedback from students and tutors) have a combined effect. With reference to the Procedural Model of Teacher Training, Avalos (1985) also indicated the impact of feedback on student teachers/teacher trainees professional development. McLellan (1981) similarly found that lack of feedback was one of the main factors that had hindered student participation in the AST diploma programme. Relating this finding to the OUSL programme, there is a possibility that student *overall satisfaction* as well as their perception that *course will give skills* can be improved by providing more constructive feedback on assignments.

Looking at other Course-related Variables that contributed to the explained variance, it was found that 'financial worries' contributed to being less *confident about passing*. It was not clear why students with 'financial worries' felt less assured about the course. One possibility might be that financial constraints hindered students active participation with the course (attending to day schools, finding necessary facilities etc). There were also signs that more positive feelings about the course can be cultivated among teacher trainees/student teachers by promoting opportunities for discussions in small groups.

Finally, it is important to note that different Course-related Variables played the most significant role in predicting different aspects of 'self-perceived success', as is shown above. This lends support to the view that self-perceived success is not a single, simple variable but a complex concept that consists of a mixture of variables. It is interesting to note that across the three regressions (OVERALL, OUUK, OUSL) the same set of variables (Course-related) produced the biggest increase in R^2 . Also, there was a consistency across samples with mostly the same single predictor making the highest significant contribution. This consistency of the findings across samples and also, student and tutor comments supports the idea that a course with high transfer to practice, reasonable workload, high motivation to pass, provision of more feedback on assignments and more opportunities for group discussions is more likely to improve student 'self-perceived success' in teacher education programmes conducted through the distance mode.

7.4. Contact with Tutor

Strong effects of the set of variables measuring Contact with Tutor on student teachers/trainees 'self-perceived success' was predicted in this study. To test the hypothesis that Contact with Tutor was important over and above both course-related and environmental effects, the Contact with Tutor set was entered as the last variable set into the regression equation. The results show that Contact with Tutor did make a significant contribution to the explained variance of 'self-perceived success'. For instance, the variable 'good contact with tutor' had a significant and positive effect on *overall satisfaction* and *satisfaction with progress*, lending support to the general views that teachers appreciate human contact and support. It also suggests that some objectives of teacher education programmes can best be attained through good quality contact. Looking at student comments also, teachers (students) desire for 'good contact with tutor' was noticeable. 28% of the OUUK sample and 34% of the PGCE student sample regarded 'contact with tutor' as the most important kind of support given and a substantial proportion of the OUSL students indicated

that improving the quality of face-to-face tutorials in the form of small group discussions as the additional support that they needed. Below given are some examples for student comments on the most important kind of support given (by the institution) and the additional support needed.

1. The most important kind of support given- contact with tutor

- * *Opportunity to contact my tutor any time* (OUUK student)
- * *The complete availability of the course tutor* (PGCE student)
- * *Personal back up from tutor* (PGCE student)
- * *Close relationship with an excellent tutor* (OUUK student)
- * *Regular face-to-face tutorials in small groups* (OUUK student)

2. Additional support needed- Quality of contact

- * *Tutorials with personal tutor individually and in groups*
(OUSL student)
- * *Improve the opportunities to meet tutor one- to- one basis*
(PGCE student)
- * *Need more regular discussions with tutor in small groups*
(OUSL student)

The following tutor comments on the most important kind of support given and on suggestions for a good student support system also highlight the importance of contact with Tutor.

- * *Increase the number of contact sessions* (tutor 9)
- * *More contact, individual and guidance and support* (tutor 10)
- * *Plenty of opportunity for students to be able to contact with tutor*
(tutor 5)

The finding that 'good contact with tutor' facilitates student satisfaction and success is consistent with the findings of Wijeratne (1988), Dock, Duncan and Kotalawale (1988) in relation to teacher education and Bernard and Amundsen

(1989) with reference to distance education in general. Also, this finding can be regarded as a supporting evidence for Tinto's (1975) model where the relationship between social integration with institution and student dropout was very strong.

In the present study, the finding that 'chance to voice interests to tutors' had a significant positive impact on *course will give skills* was not unexpected but its negative impact on *confident about passing* in the OVERALL and OUUK situations was surprising. The significant negative effect of 'distance contact with tutor' on *confident about passing* contrasts with findings of Sweet (1986), where social integration, in the form of tutor telephone contact played a significant positive role in relation to institutional commitment. This supports the idea that it is the 'good quality contact' (one-to-one , face-to-face) but not necessarily the amount of 'distance contact' that facilitates 'self- perceived success' in teacher education programmes. 'Meetings with tutor outside the tutorials' were beneficial to the OUUK students in improving *overall satisfaction* . The OUSL students are not, however, provided with a such kind of support so this could not be contributed to the prediction.

As indicated earlier, Contact with Tutor was the last variable set to enter into the predictive equation. At this stage in the analyses, powerful variables (i.e. Course-related Variables, School-related Variable) had already been entered into the equation. Even in the last stage, the set, Contact with Tutor added to the variance explained in the case of *confident about passing*. Also, individual variables in the set played a significant role at the final stage in which 'weaker' predictor were replaced by more powerful ones entered later. The positive impact of Contact with Tutor was more observable in the Sri Lankan PGDE setting rather than in the OUUK teacher upgrading programmes. Overall, above findings suggest that student 'self-perceived success' in the teacher education programmes (conducted through the distance mode) can be improved by providing teachers with good quality tutor contact.

7.5. Contact with Fellow Students

In situations where the students had good contact with their fellow students they were more likely to be satisfied with the course and with their progress in the course. This supports the view that good student contact improves participation in discussions, provides opportunities to share each others experiences, increases awareness about others capabilities and difficulties and also promotes self-confidence and motivation, thereby cultivating more favourable feeling about progress and about the course. It should be noted that the impact of 'good contact with fellow students' was more observable among the OUSL students than the OUUK students. However, a considerable proportion (11%) of the PGCE (UK) students also regarded contact with fellow students as the most important kind of support given by their institution.

The importance of contact with fellow students in teacher education programmes is supported by tutor comments. Three tutors out of 15 tutors who completed questionnaires regarded fellow student contact as an effective way of improving the existing student support.

Tutors' suggestions for a *good student support system* included:

- * *Regular meetings with students with or without tutor* (tutor 11)
- * *Encourage self-help groups* (tutor 12)
- * *Encourage students to form self-help groups* (tutor 9)

The findings of this study provide empirical support for the idea that peer coaching is an important mechanism for transferring teaching skills to teacher trainees. The view that peer contact plays a significant role in promoting 'self-perceived success' is consistent with the findings of Holly (1989), Millard (1985) Kahl and Cropley (1986), and Pascarella and Terenzini (1980). Using a multivariate analysis, Bernard and Amundsen (1989) also found that peer

communication accounted for 5% of the variance explained in the Communication Course. Interestingly, in the present study, it is not the amount of contact but the quality of contact that had a significant relationship with the four criterion variables of 'self-perceived success'. This finding highlights the possibility of using 'good contact with fellow students' as an effective support mechanism for improving 'self-perceived success' among teacher trainees studying at a distance.

7.6. School-related Variables

The School-related Variables played a significant role in the stepwise entry process as well as in the final regression models in predicting 'self-perceived success' among teachers studying at a distance. This finding supports the general view that support from the school has an important impact on student teachers/teacher trainees' professional development over and above the characteristics of the courses. The variable 'feels confident and supported by colleagues' had a significant impact on *overall satisfaction, confident about passing and satisfaction with progress*. However, considering the OUUK sample separately, no such consistent effect was found. This may be because many OUUK respondents had already achieved qualified status or a status similar to qualified status and this made them less dependent on their colleagues. Also, the specific features of the other programmes (i.e. Teaching Practice in the OUSL and the PGCE) may have made the teachers more dependent on their school colleagues (i.e. head teacher, co-operating teachers and fellow colleagues). Consistent with the view that colleagues play a substantial role in teachers' professional development, Killgrove, Ross and Jbikowski' (1988) found that teachers improved their reflective attitudes with the help of their head teachers and colleagues. In Holly's study (1989), both American and English teachers shared a view that they gained an insight into their work from their colleagues.

In-service study (training while teaching) tended to improve student *satisfaction with progress*. This may be because it provides students with opportunities to learn new theories, methods, concepts and also use them at the same time in their schools and get feedback from their head teachers and colleagues. It is most unlikely that full-time teacher trainees get sufficient opportunities of that kind until they complete their course. It should be noted that in-service study was not a significant predictor of *overall satisfaction* which is the key dependent variable of this study. Improving the applicability of the course to teachers roles and reducing the course workload are suggested to be the major ways in which *overall satisfaction* can be improved.

Interestingly, in relation to the OVERALL and the OUSL situations, students' *confident about passing* their course did not seem to improve as a result of in-service based study. The most likely explanation is that very few OUSL students were not currently involved in teaching so that effect was too weak to emerge. Though, the variable 'school workload' featured in some of the stepwise (process) models, it did not play a part in the final models. The open-ended comments from students however suggest that high workload has a negative effect on their continuation and progress. For instance, 17% of the OUSL respondents and 24% of the OUUK respondents spontaneously indicated work commitments as the main problem which had hindered their studies. The following comments also highlight students' difficulties in coping with studies while continuing their jobs.

The main problem which has hindered continuation and progress:

school workload

- * *Pressure of school work* (OUSL student)
- * *Extra demands on my time at school* (OUSL student)
- * *Heavy workload in a primary school* (OUUK student)
- * *Lack of motivation to do studies after a long week at school* (OUUK)
- * *Not enough time to complete assignments because of work commitments* (PGCE student)

* *Too much work at school* (PGCE students)

Consistent with this view, McLellan (1981) noted the negative influence of demands and responsibilities associated with job as a teacher. Also, the evaluation study conducted at the NIE in Sri Lanka (1988) and Cooke and Pang's study (1991) in Hong Kong revealed similar results.

Overall, the findings of this study point to the importance of school in addition to Course-related Variables and tutor variables and suggest a need to build-up school support and to develop a more collaborative approach in teacher education programmes where schools can play an important role in the development of teachers.

7.7. Family Factors

Family Factors played a role in the stepwise regression analysis. Entry of the set at the second step mostly led to a significant increase in the variance explained but the effects lessened as more powerful sets were entered. 'Good family support' was the most significant single Family Factor at the second step but at the final stage its effects could be observable only in the case of *confident about passing*. In the other situations School-related Variables and Course-related Variables dominated the results. McLellan, similarly found that family support was a positive indicator of student persistence in the AST programme.

The studies of Cooke and Rousseau (1984), Grant (1987), Parkes (1989) suggest that family commitments may have a strong influence on student dropout/success. According to Woodley and Parlett (1983) "the final pull factor which causes dropout is mostly a crisis at home or work which makes students fall behind with their studies" (p21). From the regression analyses, in the present study, it seems that when family situation is facilitative, student teachers/teacher trainees, as many other distance students are given confidence. The variables in the regression analysis measured family support

rather than family pressure. However, the negative effects of too great demand from family can be seen in the comments of students and tutors when asked to indicate the main problem which had hindered student continuation and progress in their teacher education programme. A considerable proportion of students stated family commitments as the main problem.

'Small household' tends to improve *confident about passing* the course in the OVERALL analysis. Small household had a negative relationship with *satisfaction with progress* in the OUUK regression. Teachers who had fewer number of children were more likely to be satisfied with their progress in the OUUK teacher education programme but this was not observable either in the OVERALL regression or in the OUSL regression. The overall conclusion is that the Family Factors set has a role in 'self-perceived success' but it only plays a subordinate role. School-related Variables are found to be a more important set of environment variables in case of teachers studying at a distance.

7.8. Self-related Demographics

Entered at the first step, Self-related Demographics naturally resulted in a significant increase in R^2 , but even at the final stage, some variables in the set remained as significant variables. We must acknowledge, however, the fact that the role played by the Self-related Demographics was minimal in predicting 'self-perceived success' when compared with the other sets of variables discussed above. Some of the marginal effects noted are included below.

Confidence about passing the programme was higher among the teachers whose level of education was high. It should be noted that this effect only became clear when the set of Course-related variables were entered into the regression. In NKI school, in Norway, Rekkedal (1983) also found a positive correlation between the level of education and all criteria of success in distance education but according to the findings of Powell, Conway and Ross (1990), the

level of previous education was not a significant predictor of student success among undergraduates. The findings of the present study which was dealing with the prediction of 'self-perceived success' among graduate teacher trainees/student teachers suggest a reason for the above contradictory findings. That is that 'level of education' has not a simple relationship with *confident about passing*.

'More years in teaching' was a positive indicator of *overall satisfaction*. This supports the view that it is beneficial for the students continuing teacher education programmes at a distance to have substantial experience in teaching. This finding is consistent with Parkes's study (1989) where previous teaching experience had a significant and positive effect on overall PGCE performance.

In the present study, male teacher trainees/student teachers were more likely to be *confident about passing* their teacher education course than their female counterparts. As it was found in the initial inspections of the cross-tabulations, male teachers had higher qualifications than female teachers. This situation might have led them to continue their distance studies with more confidence. Other studies, however, indicated that women achieve more positive outcomes than their counterparts (Kornbort, 1987, Parkes, 1989). It is possible that men feel more confident but women are more likely to succeed. However, the present study does not allow investigation of this relationship since course results are not available to the researcher.

Older teachers are more likely to feel that the course would give them the skills they wanted. Age had little importance as a predictor variable.

7.9. Study Time and Style of Study

This was the least powerful set of variables. Only two effects were observed in relation to the role played by the set in predicting 'self-perceived success'. As a set, the only place that the set made a significant stepwise contribution was in

relation to *satisfaction with progress* in the OVERALL analysis. However, in the final stage, the variable 'scheduling of studies' played a significant role of both the OVERALL and OUUK analyses.

In the OUSL analyses, 'hours on studies' made a significant contribution to the explained variance in *confident about passing* and *course will give skills* (the OUSL) in the final stage. This situation suggests that teachers who followed a systematic schedule and spent more time on studies tend to perceive success.

In Gatz model (1985), accommodation of students' learning style needs were featured strongly in the understanding of student dropout but in the present study , only the effects of student study habits were explored and only two variables were in the set. In order to examine the effects of the Study Time and Style of Study methods further, measures which consider different study patterns of students should be included in the future research.

Part II Discussion of OUUK and OUSL results and implications for OUSL developments

7. 10. Similarities and differences between the OUUK and OUSL student populations

In this section, the discussion is based on the findings from two elements in the data analysis, i.e. the discriminant analyses and the separate regression analyses carried for the OUUK and OUSL samples.

The findings of the discriminant analysis sought to explore the extent to which the OUUK and OUSL student populations were similar or different in relation to (1) the four dependent variables (*overall satisfaction*, *course will give skills*, *confident about passing* and *satisfaction with progress*) used to measure 'self-perceived success', (2) personal and environmental variables, i.e. Self-related

Demographics, Family and School-related Variables and (3) Course-related Variables (Course-related set, Contact with Tutor and Contact with Fellow Students).

The separate regression analyses carried out for the OUUK and OUSL populations are discussed to examine whether the findings for the OVERALL analysis applied in each of the separate populations. The interest here is to understand the extent to which the findings for the two populations are similar because it is very important in order to establish the generality of the model.

1. Discriminant analyses:

The three discriminant analyses produced the following results.

(1) It was not possible to differentiate between the two groups on the basis of the dependent variables (*overall satisfaction, course will give skills, confident about passing and satisfaction with progress*). Only 42% of the OUUK were correctly classified (but 92% of the OUSL) with two of the dependent variables playing a significant role in the classification.

(2) Group membership was also poorly predicted by the sets measuring personal and environmental variables. The analysis correctly classified most (94%) of the OUSL students but only 43% of the OUUK students were correctly classified. The variables which had any discrimination power were 'type of the household' and 'years in teaching'. It is interesting that family and school support played no part in the analysis.

(3) The third analysis correctly classified most of the students in the both groups (86% of the OUUK students and 98% of the OUSL students). Interestingly, this classification was based on variables which relate to the course structure and particularly to the student support (i.e. 'distance contact with tutor', 'feedback on assignments' and 'good contact with fellow students'). Variables relating to the value students attached to the course (i.e. 'high transfer to practice', 'workload, level methods suits') did not contribute to the discrimination.

Therefore on the basis of the above discussion it can be argued that the main difference between the two student populations rest on the student support systems of the two institutions. The OUUK provides access to a locally based personal tutor by phone and letter but the OUSL has not developed this kind of support system yet. In addition to that the quality of correspondence tuition via assignments is higher in the OUUK teacher education programmes than in the OUSL programme. Having limited access to tutors in tutorials/day schools and less feedback on assignments the OUSL students tend to rely on their fellow students and on family and, school colleagues as a way of getting support, feedback and encouragement they needed.

When we looked at the results for discriminant analyses from the view of trying to construct a model of 'self-perceived success' the findings lend support to the idea that a general model is possible.

2. The regression analyses:

(1) Considering all the significant findings in the process model and final model (Table 6.10), mostly similar sets of variables mattered in the OUUK and OUSL regressions. This applied to *overall satisfaction* (exception Family Factors) and *satisfaction with progress* (exception Contact with Fellow Students). The patterns of the OUSL regressions were more similar to OVERALL regressions, but there were no dramatic differences between the patterns emerging from the OUSL and OUUK regressions.

(2) Course-related Variables played the most significant role in predicting 'self-perceived success' for both group of students. In both regressions, the set Course-related Variables produced the biggest increase in R^2 in the explained variance of *overall satisfaction* and *course will give skills*, and in the final model, in relation to all the four dependent variables, Course-related Variables accounted for the highest contribution in the variance explained.

(3) In respect of one dependent variable, in the OUUK regressions only the Course-related Variables were important. This was in relation to *course will give skills* where the only set that contributed to the variance explained was Course-related Variables with the variable 'high transfer to practice' ($\beta=.50$, $F=42.96$) being the most important. In contrast, for *course will give skills*, in the OUSL regression, a variety of sets mattered. i.e. the first five sets added significantly to the predictive equation and in the final stage, School-related, Study time and Contact with Tutor with Course-related Variables jointly accounted for the explained variance.

(4) Looking at the significance of tutor contact which was one of the particular concerns of this research, the variables in the Contact with Tutor set did contribute significantly to the variance explained even after entry of all the other sets of variables. This was observable in both regressions (OUUK and OUSL) in respect of *overall satisfaction and confident about passing*. Also, in the understanding of *course will give skills* in the OUSL regression and in predicting *satisfaction with progress* in the OUUK regression Contact with Tutor mattered. It is important to note that it was the quality of the contact that played a part in explaining 'self-perceived success' but not the amount of contact.

(5) In general, there was a tendency for non-course related sets to play a secondary role in predicting success with Course-related Variables playing the most important role. For example, in relation to *overall satisfaction*, and *confident about passing* the contributions made by School-related Variables and Self-related Demographics were noticeable in both situations and especially for the OUSL students.

Looking at the details, other similarities but also differences could be observed.

Course-related Variables:

•In both situations, high transfer to practice, reasonable workload and motivation to pass were the most important predictors of 'self-perceived success' but the effect of high transfer to practice was more observable in the OUUK regressions than in the OUSL regressions. One possible explanation is that the two teacher education programmes are aimed at different objectives (i.e. teacher upgrading and initial training). Also, this situation supports the view that OUUK teacher education courses are practically oriented and applicable to teachers' occupational environment.

•In the understanding of *course will give skills* among the OUUK students, only a course with high transfer to practice mattered whereas among the OUSL students, it was a function of more feedback on assignments, motivation to pass, financial worries and group discussions. The importance of the Course-related Variables in the OUUK setting can be explained by the fact that the OUUK courses have a lot of support and structured teaching built into the course and materials.

Contact with Tutor

•In both situations, good contact matters as expressed by 'good contact with tutor', 'meetings outside tutorials' and 'chance to voice interests to tutor'. Amount of contact was not important. This happened in the OUSL regression in relation to *overall satisfaction* ('good contact with tutor, $\beta=11$), in relation to *course will give skills* (chance to voice interests, $\beta=.09$) and in the OUUK regression, in relation to *satisfaction with progress* (good contact with tutor, $\beta=.19$).

•Sometimes in the OUUK regressions, the sign was negative (i.e. in relation to *confident about passing* the variable 'chance to voice interests had a beta weight of $-.20$). One explanation may be some students who were confident about passing on the basis of Course-related Variables did not value tutor contact in addition to the course-related support.

The view that 'good contact with tutor' would help them in their teacher education programmes was more often explained by the OUSL students than the OUUK students. The in-built student support system in the OUUK clearly makes students feel more satisfied with tutor contact and support. In the OUSL situation, there is little contact with the same tutor over the course. It is also possible that the importance of contact with tutor varies according to the main features and objectives of the two programmes (OUUK and OUSL). The OUSL programme which is aimed at improving initial teaching skills among graduate teachers states a need to maintain good quality contact with their tutors as well as with their Master Teachers (deal with Teaching Practice).

Contact with Fellow Students:

'Self-perceived success' among the OUSL students tends to be more influenced by 'good contact with fellow students' than it is among the OUUK students. This was noticeable, in relation to *overall satisfaction* ($\beta=.8$) and *satisfaction with progress* ($\beta=.15$). Having less opportunities to maintain contact with tutors and get support from the institution, it is more likely that the OUSL students regard affective support and encouragement of their fellow students as very important. This suggests that fellow contact can be encouraged as an effective way of supporting students thereby improving student success in the PGDE programme of the OUSL.

School-related Variables:

School-related Variables had a predictive value for both populations in respect of *course will give skills*. In the case of the other dependent variables, they featured mostly with a significant positive beta weight in the OUSL regressions. For example, in relation to *overall satisfaction*, the variable 'feels confident and supported by colleagues' had a beta weight=.14, and in relation to *satisfaction with progress*, the variable 'training while teaching' had a beta weight=.14. One possible explanation may be that supportive school environment is more important in the case of developing initial teaching skills (OUSL programme) than in teacher upgrading (OUUK programmes). The positive effects of in-

service study on *satisfaction with progress* are encouraging because this situation indicates that teachers studying at a distance feel that distance methods are convenient and useful to their professional development.

Family Factors:

The contribution made by the Family Factors in explaining 'self-perceived success' in the two situations was different. There seemed to be a strong positive relationship between Family Factors and 'self-perceived success' among the OUSL students but among the OUUK students the relationship was not very strong (considering both process and final models). In the case of OUSL, mostly in the process model, Family Factors played a part, and in the final stage also, the variable 'good family support' contributed to the explained variance of *confident about passing*. Therefore, family influences might be important in the OUSL setting where the course and tutor support are not well-developed as in the OUUK.

Self-related Demographics:

Self-related Demographics had a small predictive value for both samples in relation to *overall satisfaction* and *confident about passing*. For instance, more years in teaching was beneficial to the OUSL students whereas sex was an indicator of *overall satisfaction* among the OUUK students. Interestingly, in both situations, teachers who had higher level of education seemed to be more confident than the others.

Study Time and Style of Study

The relationship between the set Study Time and Style of Study and the criterion variables was not strong in both situations but the effect was more noticeable in the OUSL regressions than in the OUUK regressions.

Considering the variance explained in relation to the four criterion variables *overall satisfaction* was the best predicted variable for the OUUK sample whereas for the OUSL sample it was *course will give skills*.. For the OUSL

sample, the least predicted variable was *satisfaction with progress* and for the OUUK sample it was *course will give skills*.

The above discussion demonstrates the idea that there seemed to be some differences in relation to the roles played by the different sets of variables in predicting self-perceived success among the OUSL and the OUUK students. However, these differences were not strong enough to support the view that two situations are substantially different. The main conclusion might be that the same variables have an effect on 'self-perceived success' in both situations. They may have a strong or weak effect according to the structure of the course and student support available.

Looking at the similarities and differences identified between the two populations with regard to 'self-perceived success', the following conclusions could be made.

1. Course-related Variables played the most significant role in explaining 'self-perceived success' for both the OUSL and the OUUK students. The variables that were mostly important were applicability of course to job and reasonable workload (in the set) and important to pass.
2. In relation to the two populations, Contact with Tutor only played a subordinate role in the understanding of 'self-perceived success'. What is interesting is that as the final set was entered, it had either a positive or negative significant relationship with the criterion variables in both situations.
3. The OUSL students show a high reliance on human contact and support. Affective support from colleagues (feels confident and supported by colleagues), family (good family support) and fellow students (good contact with fellow students) were some of the deciding factors of their 'self-perceived success'. The OUUK students seemed to be more independent than the OUSL students. This may be due to the fact that the OUUK courses have a lot of support and structured teaching in-built into the system.

7.11. Possible directions for the future developments of the PGDE programme of the OUSL

The main problems in the PGDE programme, as the researcher perceived them, were explained in detail in Chapter 1. As pointed out before, the OUSL does not have a well-developed student support system (considering personal support, instruction and student - institution interaction). Even though teachers, as a special group of distance learners, call for a special attention, their problems remain unattended. Therefore, the main focus of this section, is to identify the directions for the future development of the PGDE programme in relation to the main findings of the study.

Discriminant analyses show that the main differences between the OUSL and OUUK student populations rest on the nature of the student support systems that the two institutions have developed. The two populations were discriminated on the basis of the OUSL students having less distance contact with tutor, less feedback on assignments and good contact with fellow students than the OUUK students. This situation provides indications for improving the student support system of the OUSL. Looking at student comments, out of 47% (who commented on the existing nature of assignments), 13% suggested providing constructive comments, 5% suggested shortening turn-around time of assignments and a similar proportion suggested improving the marking procedure (Appendix 15, Table 5).

Emphasis on the applicability of course to job:

As revealed in regression analyses (Chapter 5 , Chapter 6), the set, Course-related Variables was the best predictor set of student success across all samples. Applicability of course to job ('high transfer to practice') out of 28 variables used in regressions, was the most significant indicator of *overall satisfaction* and *course will give skills*. OUSL students and tutors naturally focused their comments on similar situations. Also, a substantial proportion of the OUSL students (Student views of the course, Appendix 12, Figure 1) indicated either

Teaching Practice or the relevance of specific subject areas as the feature which contributes most to their professional development. Therefore, there is a need for integrating course components with teachers' occupational environment. When there is a close congruence between academic and occupational structures , it is more likely that teachers are more *confident about passing*, more *satisfied with progress* and they have no doubt that the *course will give skills* they wanted. This will help them to experience in terms of passing the course.

Looking at student comments on the existing instructional procedure of the OUSL and their suggestions for future developments, (Table 3 Appendix 15) 9% of the OUSL sample indicated the necessity of focusing on student needs and practical situations while 8% pointed out a need for improving the quality of presentation. Looking at interview data, the following directions can be identified.

- * *We have practical experience but no opportunity to relate them in a meaningful way. How to combine theory with practice should be the most important issue (case 3)*
- * *Lectures should be focused on practical situations (case 5)*
- * *Some assignments are not challenging. No practical orientation (case 8)*

(Appendix 14)

The orientation of the OUUK teacher education courses provides clear directions for improving the practical relevance of the PGDE programme . As seen earlier, the OUUK students commented that " good mix of practical ideas with the theoretical underpinning" as the feature contributes most to their professional development. It is obvious that these two programmes have different objectives and structures but the results in relation to both programmes indicate that practical relevance should be the core of any teacher education programme.

The role of the Teaching practice also important in situations where the aim is an initial teaching qualifications (OUSL and PGCE,UK). Only a minor proportion of the OUSL students expressed their satisfaction with the existing conditions of Teaching practice but 40% said that it was necessary to improve the existing situation (Appendix 15, Table 4). Some tutor comments also related to TP as the feature that contributes most. Furthermore, in a separate analysis of the OUSL students, two of the three TP variables had a significant correlation with the main criterion variable (*overall satisfaction*).

Looking at the summary of interview data in Appendix 14 , it was clear that all the eight OUSL respondents tried to relate the course to their present roles when asked about the importance of the course. Appendix 14 highlights, only five respondents had some kind of experience in TP but everybody appreciated the role of the Master Teacher. The above discussion suggests that TP is one of the most important features of the PGDE programme that needs modifying. At this point, it is important to draw our attention to the suggestions made by the OUSL students and tutor comments for the future development of TP.

As also it can be seen in Table 4 in Appendix 15, a considerable proportion of students suggested improving the techniques and the quality of TP supervision. Looking at tutor comments and student comments (interview data) in detail it is not difficult to identify the developments necessary.

- * *More contact, individual guidance and counselling (tutor 6)*
- * *Proper organization for TP (tutor 7)*
- * *Number of TP hours should be increased (tutor 8)*
- * *Master teachers should be given a training (case 4)*
- * *Discussions with Master teacher (case 5)*
- * *Proper co-ordination between the OUSL and Ministry (case 3)*
- * *More opportunities for observations (case 7)*
- * *Support should be provided through out the second year (case 8)*

(Appendix 14)

The relevance of course content can be improved through course material, assignments and tutorials. Not many OUSL students or tutors commented on the practical relevance of assignments as they had more criticisms about feedback on assignments and high turn-round time.

Good student support:

Another important finding of this study is that the OUSL students tend to rely on human contact and support as a way of improving their confidence, satisfaction and progress in the course. For example, 'good contact with tutor' played an important role in the understanding of student success (regression analyses).

As the Table 3 (Appendix 15) suggests, the main area in instructional procedure that a considerable proportion of students (20%) were concerned about was tutor - student interaction. They considered either improving close interaction (11%) or increasing the opportunities for interaction with tutor (10%) as suggestions for future. Looking at their suggestions for the improvement of the existing instructional procedure, 56% said that the situation should be improved. Not only students, but also tutors notified the importance of tutor-student contact as a suggestion for good student support.

- * *More contact, individual guidance and counselling* (tutor 6)
- * *Increase the number of contact sessions* (tutor 9)
- * *More contact sessions* (tutor 10)
- * *To provide for further contact sessions where students could meet the tutor in small groups* (tutor 9).
- * *Difficult to maintain a close relationship with tutors* (case 1)
- * *We need more tutorial in small groups* (case 2)
- * *Tutor system is new but it is working very well* (case 6)

(Appendix 13)

It is only the last year (1991) that the OUSL introduced tutorials in small groups (30-40 students) for the second year PGDE students. Both students and tutors find it useful to maintain a close contact with each other but, with a high student intake and limited facilities (finance and other), it is questionable how far can the OUSL cope. Current provision of face-to-face sessions in the form of lectures is always subjected to criticisms, therefore the students' demand for small group discussions is worth considering. In addition to that, by providing more constructive comments on assignments and improving the interaction between institution and students, their problems might be helped. As Wickramaratne (1990) suggests, broadening the role of some tutors (lectures) to the role of tutor counsellors is worth considering.

Because of the limitations of the student support system at the OUSL, many PGDE students tend to rely on fellow students' support and encouragement. The regression analyses revealed that 'good contact with fellow students' had a significant positive effect on *satisfaction with progress*. The discriminant analyses also showed that the variable 'good contact with fellow students' is one of the three variables that differentiates the OUSL and OUUK students. The OUSL students did not spontaneously commented on 'contact with fellow students' but interview data and tutor comments show its impact on student success.

* *To encourage students to organise self-help groups* (tutor 9) is one of the suggestions made for a good student support. Four out of eight respondents had maintained a close relationship with their fellow students and said that the relationship that they maintained had a positive impact on their studies. The following comments highlight their positive feelings.

* *We always meet and discuss our problems* (case 1)

* *I discuss with my friends. We share our ideas. It improves our confidence* (case 2)

* *I have friends. we get together when we have problems* (case 4)

- * *We have more informal meetings. maintain a good relationship*
(case 8)

Note: Being a new person to the system, one respondent had no idea about the other students enrolled in the PGDE programme.

(Appendix 14)

The existing situation of the OUSL programme can be further improved by actively encouraging the students to keep in touch with each other. For example, according to the information given by course co-ordinators of the PGCE (UK) programme at the Thames Polytechnic and of the teacher education course at the OUUK, they encourage self-help groups in two different ways. The PGCE students have co-counsellors in the same school (a fellow student) to give necessary backing and the OUUK provides telephone numbers and addresses of the fellow students at the beginning of the course. This kind of procedure may not be sufficient for the OUSL students as some respondents made the following comments:

- * *If somebody could monitor our participation ,it would be better*
(case 2)

- * *If we are to provide necessary advice and support , we can meet as small groups in time to time.*

(Appendix 14)

School support:

Findings support the idea that school environment also play a vital role in the PGDE programme. To improve head teachers' awareness about the programme and help them provide support for the teachers (i.e. reducing workload when an assignment is due) and maintaining a good link between school and the OUSL should be one of the aims of the OUSL programme.. These findings indicate directions for the future developments of the OUSL programme.

The above discussion highlights the necessity of improving the existing course structure, student support system, contact with tutor and fellow students in the

PGDE programme and suggest the possibility of using schools in an effective way in the process of educating teachers.

7.12. An overview of the major findings

The major findings of this study can be summarise as follows:

1. The Course-related Variables set was the most important variable set of all the sets entered into the regression equation. 'High transfer to practice' in relation to *overall satisfaction* and in relation to *course will give skills*, 'important to pass' in relation to *confident about passing* and finally 'workload, level and methods suits' in relation to *satisfaction with progress* were the best single predictor variables.
2. Human support and contact, in particular, played a more significant part in the OUSL regressions in predicting self-perceived success than in the OUUK regressions. For example, it was represented by School, Family, Contact with Fellow Students and Contact with Tutor in three of the four OUSL regressions. In the OUUK regressions, the Course-related set dominated the analyses with others (mostly Self-related Demographics and Contact with Tutor) playing a subsidiary role. In the case of *course will give skills* only the set of Course-related Variables contributed to the variance explained.
3. All the variable sets (exception Study Time and Style of Study) played a part in predicting each of the dependent variable either in the process or in the final model. Despite the differences between the OUSL and OUUK situations, the seven sets of variables (Demographics, Family, School, Study, Course related, Contact with Fellow Students and Contact with Tutor) jointly accounted a considerable proportion of the variance in 'self-perceived success' among teacher trainees/student teachers taking courses at a distance.

In terms of the variables researched in the literature, the proposed model has weaknesses. For example, it does not explore in depth the student-institution

interaction (as the Tinto model). It does not explore the effects of study style (as Gatz model). This study does take into account the influence of a variety of factors relating to different aspects of both the course including effect of course structure, tutor and student contact, and the student environment (school and home) and also personal demographics.

On the basis of the findings in relation to *overall satisfaction* and also taking into account the supplementary findings from *course give skills, confident about passing* and *satisfaction with progress*, it is suggested that all the sets (with possible exclusion of Study Time and Style of Study) have a place in the model. The seven sets can be ranked in terms of their importance and the following figure illustrates the rank of the seven sets according to their importance in predicting 'self-perceived success' for the OVERALL sample.

Ranking of the seven sets of variables in the order of their importance for 'self-perceived success' and examples of best single predictors

Variable set	Important single predictors
1. Course-related Variable	'high transfer to practice' 'workload, level and methods suits'
2. Contact with Tutor	'good contact with tutor' 'chance to voice interests to tutor'
3. Contact with Fellow Students	'good contact with fellow students'
4. School-related Variables	'feels confident and supported' 'training while teaching'
5. Self-related Demographics	'years in teaching' 'level of qualification'
6. Family Factors	'good family support' 'type of household'
7. Study Time and Style of Study	'more time on studies'

Figure 7.1

Chapter 8

Summary and implications for the OUSL

8.1. Summary and conclusions of the research

This study was aimed at achieving the following two main objectives;

(1) to develop a model which illustrates the influences of different sets of variables on 'self-perceived success' among teachers trainees taking courses at a distance ,

(2) to improve student success in the PGDE (OUSL) programme in the light of the model and its theoretical framework developed and also the practical experience gathered through conducting the research.

At the beginning of the study, the basis of this research was formed on experience, research literature and informal discussions with the experts in the field of teacher education. As an initial approach towards developing a general theoretical framework, a pilot study was carried out with eight PGCE students (UK) in the form of in-depth interviews. Focusing on the findings of the pilot study and on the existing research literature, a student and a tutor questionnaires were developed. The questionnaires were mailed to the OUUK students and administered at day schools to the OUSL students enrolled in the PGDE programme. To the PGCE (UK) students, questionnaires were distributed by the course co-ordinators. In-depth interviews with eight PGDE (OUSL) students were conducted with the intention of gaining an insight into their major concerns of the programme and suggestions for future developments.

After initial inspections of data, the following steps had been followed with the intention of developing a 'self-perceived success' model and investigating the predictive power of the model.

- (1) In the primary stage of the analyses, a series of factor analyses were carried out for identifying the patterns of variables (agree - disagree items) and for possible data reduction. These allowed 28 variables to be grouped into 8 factors which could then be treated as single variables in further analyses. The results showed a common underlying structure among the three samples.
- (2) In the next stage, dependent variables were identified. A decision was taken to keep four dependent variables rather than collapsing them into a single measure. Then, eight factors and a further 19 variables were grouped into seven sets with each set presenting a particular influence on 'self-perceived success'.
- (3) Three sets of discriminant analyses were carried out to examine the major differences between the two main student populations and the extent of differences in relation to the dependent variables, to environmental variables and self-related demographics, and thirdly to the Course-related Variables. Two populations only differed in relation to the student support systems developed by the two institutions (distance contact with tutor, feedback on assignments and good contact with fellow students). These results were sufficiently promising that the researcher felt confident that a general model was possible for all the samples.
- (4) The investigation of the model was based on a series of stepwise multiple regression analyses. The independent variable sets (seven) were entered into the regression equation one at a time to identify their relative importance in accounting for the variance in four dependent variables. Non-course related variables (Self-related Demographics first then followed by Family Factors, School-related Variables and Study Time and Style of Study) were entered first then followed by the Course related Variables, Contact with Fellow Students and Contact with Tutor respectively. This stepwise entry procedure made it possible to identify the maximum effects of non-course related variables when they were not mediated by the course-related variables. Also, by entering the

set, Contact with Tutor as the final set, it was possible to see when the set mattered over and above the other sets of variables. Also, the regression analyses were carried out for all the respondents (OVERALL) and also for the OUUK and OUSL students separately in order to examine whether the patterns were similar in both situations. The findings were discussed in terms of the stepwise entry of the sets (process model) and also in terms of the best set of predictor variables (final model).

(5) Finally student and tutor comments were analysed to check the statistical findings and individual comments were used to illustrate the meanings underlying the statistical results.

The findings of the study can be summarised as follows:

(1) All the sets played a role in predicting 'self-perceived success' among teacher trainees/student teachers taking courses at a distance. However, considering the two main student populations separately, there were slight differences in relation to the contributions made by the seven sets of variables. For the PGCE sample only a limited analysis was possible due to inadequate number of respondents.

(2) The Course-related variables set was the best predictor set of 'self-perceived success'. This applied for all the four dependent variables measuring 'self-perceived success' for the OVERALL and, the OUUK and OUSL samples. The most significant single predictor of 'self-perceived success' was 'high transfer to practice'.

(3) The contribution of the set, Contact with Tutor had been of particular interest in this research. Having been entered last into the predictive equation to see whether it made a contribution once all the sets had been entered, it was found that Contact with Tutor produced a significant increase in R^2 in relation to *confident about passing*. Also, 'good contact with tutor' and 'chance to

voice interests to tutor' played a part in predicting *overall satisfaction*, *satisfaction with progress* and *course will give skills*.

(4) Human contact and support provided by school colleagues, fellow students and to a lesser extent family was an important predictor of 'self-perceived success' among the OUSL students. It is suggested that their influence in the PGDE programme can be promoted by making colleagues' and fellow students' support more systematic and effective. The OUUK students are guided by occasional tutorials, high quality lesson materials and project based assignments, and broadcasts/videos so that fellow student and colleague support is less important.

Considering each criterion variable separately, for OVERALL sample,

(1) the model explained 32% of the variance of *overall satisfaction*. The variables significantly contributed to the explained variance were: 'high transfer to practice', 'workload, level and methods suits', 'important to pass', 'good contact with fellow students', 'feels confident and supported by colleagues', 'years in teaching', 'more feedback on assignments' and 'good contact with tutor'.

(2) Only 24% of the variance of *course will give skills* was explained by the model. The single variables involved in the prediction were: 'high transfer to practice', 'important to pass', 'group discussions', 'more feedback on assignments', 'age', and 'chance to voice interests to tutors'.

(3) The model explained 27% of the variance in *confident about passing*. The variables contributed to the explained variance were: 'Workload, level and methods suits', 'important to pass', 'distance contact with tutor', 'meetings with tutor', 'type of the household', 'level of education', 'sex', 'good contact with fellow students' and 'chance to voice interests'.

(4) Finally, the model explained 20% of the variance of *Satisfaction with progress*. 'Workload, level and methods suits', 'high transfer to practice', 'good contact with tutor', 'training while teaching', 'good contact with fellow students' and 'scheduling of studies' contributed significantly to the explained variance. There were slight differences when focusing on the OUSL and the OUUK samples separately.

For the PGCE (UK) sample, only a limited analysis was possible. As the findings of the limited analysis indicate, *overall satisfaction* with the PGCE programme was a function of 'high transfer to practice' and 'good contact with tutor'. *Confident about passing* is produced by 'workload, level and methods suits' and 'important to pass'. *Course will give skills* was a function of 'high transfer to practice' and *satisfaction with progress* was predicted by both 'high transfer to practice' and 'workload, level and method suits'.

In relation to Tinto's model, dropout is determined by student's fit into the institution. Bean and Metzner and some others examined dropout/persistence in relation to individual's fit with the environment. The findings of the present model does not confirm any of the above considerations. As emphasised by Bajtelsmit (1988) in his explanation about his/her model, the present model also considers how well the education system fits into individual system. However, the sets of predictors investigated in the present study were different from the predictors of Bajtelsmit's study. All the three best single predictors (high transfer to practice in explaining *overall satisfaction* and *course will give skills*, important to pass in explaining *confident about passing* and workload level and methods suits in explaining *satisfaction with progress*) reflects how well the programme fits into teacher trainees professional/occupational needs.

On the basis of the findings for the regression process and the final stage results, the seven sets could be ranked in terms of their importance in predicting 'self- perceived success'. Course-related Variables played the most

significant role in predicting 'self-perceived success' so the set is placed in a prominent position in the model. As indicated in the literature review and in the discussion, many researchers found empirical evidence to support the idea that course-related variables are the most significant predictors of student success/dropout. The findings of this study are consistent with those findings. However, the evidence also suggests that teacher trainees, enrolled in initial teacher training programmes in particular, need human contact (especially as a way of providing exemplary models for improving necessary teaching skills) and affective support to achieve the specific objectives of the teacher education programmes. Even though the model illustrates the importance of Course-related Variables, Contact with Tutor and Contact with Fellow Students sets respectively, it indicates that the external environment (especially the school) makes a significant contribution. The contribution made by Family Factors and Study Time and Style of Study need further investigation. It was not possible to use successful completion of the programme and some other measures related to teaching skills as the criterion variables in this study. In future research, those measures should be considered as the criterion variables of student success.

However, the reported findings are based on the first part of what is planned as a continuing study. The latter parts will focus on a more detailed model taking account of special factors in the OUSL situation. In the next step, successful completion of the programmes with other measures relating to the development of teaching skills will be added to the data set and will be considered as criterion (dependent) variables. The predictive power of the present model (self-perceived success) indicated the possibility of using the four criterion variables (*overall satisfaction, course will give skills, confident about passing and satisfaction with progress*) as intervening variables. The latter will establish how far 'self -perceived success' did explain the actual success of the PGDE programme.

In longer term, it is proposed to examine whether a stronger model could be developed by looking in greater detail at course-related variables. For instance, it is possible that the best predictor of 'self-perceived success' ('high transfer to practice') can be examined in relation to three aspects: teachers contentment with the teaching of theory, its application to school and professional situation and practice as taught in Teaching Practice. In the same way, suitability of distance methods ('workload, level and methods suits') and student motivation ('important to pass')

Student commitment to the institution (Tinto's model ,1975) and student commitment to the organization (Bellings , 1988) are two of the areas that dropout models were based on. In the light of the findings of this study, teacher trainees affiliation to the OUSL , with respect to student-tutor contact, communication flow between institution and students and students' sense of belonging can be explored further. Student interaction with Master Teachers and their role in developing necessary teaching skills will be another important area to look at.

Also, the model tested in this study accounted for only about one third of the variance in 'self-perceived success'. Future research should focus on the identification of the missing predictors. However, this study shows the relative importance of all the seven sets of variables in predicting 'self-perceived success' among teacher trainees taking courses at a distance/on a part-time basis.

8.2. Implications for changes to the Sri Lankan (PGDE) programme

The model of 'self-perceived success' that was developed in this study has many implications for the development of the PGDE programme. For example, this study brings out many support and environmental factors as well as course-related variables that play a considerable role in the understanding of 'self perceived success'. Also, the directions for the development of the PGDE programme could be identified by examining OUSL student and tutor comments on the open-ended questions and responses in the in-depth interviews. Here, the researcher's particular interest is to consider short-term changes which are more pragmatic and cost-effective in relation to the OUSL context. As in many other distance institutions in developing countries, there are certain restrictions in the expansion of the OUSL system with limited financial, human and other resources.

1. Improving the applicability of the course

According to the model developed in this study, 'self-perceived success' among teacher trainees/student teachers was mainly a function of the applicability of course to job. It was the best single predictor of *overall satisfaction* and *course will give skills* and it contributed significantly to the explained variance of other two dependent variables. Also, a considerable number of student and tutor comments supported the view that practical nature of the course contributed most to their professional development. On the basis of the above findings, it can be argued that the close congruence between the course and professional needs of teacher trainees would improve self-perceived success among PGDE students and also, in turn improve their actual success in the programme. Therefore the following suggestions are made to improve the applicability of the PGDE programme to students' occupational environments.

1. Examine the possibility of improving the course structure and content areas in the programme so as to reflect the major concerns of teacher trainees/ student teachers and the attributes of their schools.
2. Take another look at course materials which are focused on subject teaching. It is possible that the practical nature of course materials can be improved partly by changing the orientation of lessons and partly by improving the existing self-assessment questions and activities in the modules .
3. More practically oriented assignments would help teachers to explore and use at the same time new concepts, theories and methods they have learned. Therefore, projects which integrate theoretical conceptions with teachers' day to day activities at schools should be considered as important in assessment.
4. Small group discussions with tutor and without tutor could provide a considerable opportunity to make students' experiences in the course more applicable and meaningful.

2. Improving conditions in Teaching Practice/School Practice :

This is one of the major areas where course learning can be directly related to teachers' job. Even though the variables related to Teaching Practice dropped from the regression analysis due to non-responses, a considerable proportion of teachers spontaneously indicated Teaching Practice (TP) as one of the features that had contributed most to their professional development (A detailed discussion is found in Chapter 6.1. Students comments on the existing conditions and future development of the PGDE and also in Appendix 11, Table 1) . So TP is considered as a special section when making recommendations.

1. At present Teaching Practice is mainly regarded as an assessment procedure. This emphasis should be changed into a teaching -learning process. During the TP process, teacher trainees should be provided with meaningful and worthwhile experiences.
2. The period of TP should be extended from its current 10 weeks and personal support for TP should be available throughout the second half of the second

academic year, with a considerable number of school visits by Master Teachers. Even though the PGDE students are experienced teachers, they need personal support and guidance to identify the strengths and weaknesses in their teaching skills and to make necessary changes in their behavioural patterns.

3. The supervisory role of the Master Teacher should be changed into a supportive role so teacher trainees, Master Teachers and head teachers can work collaboratively towards desired objectives.

4. A procedure through which University Supervisors (for TP) could agree guide-lines on Master Teachers duties and monitor Master teachers' involvement in TP is encouraged. It will not only help the institution to maintain a unanimity among Master Teachers roles but also to understand their problems in coping with the requirements of Teaching Practice and the needs of the students.

3. Promoting student contact with tutor

The model investigated in this study illustrates the importance of the set, Contact with tutor. The set plays a subordinate role in improving 'self-perceived success' of teachers continuing studies at a distance thereby in turn probably improving the continuation and actual success in the PGDE programme. Students' and tutors' responses to the open ended questions and in-depth interviews naturally focused on a need for good contact with tutor. Therefore, the following procedures are proposed to further student-tutor contact in the PGDE programme.

1. According to the present conditions, students have less opportunities to maintain close, one-to-one contact with their tutors. Tutors are appointed on a contract basis so as to deliver lectures and mark assignment but no one is responsible for monitoring students' progress. The problems in maintaining good contact with tutors and improving student confidence, satisfaction and progress can be addressed by introducing tutor-counsellors into the system. Each teacher trainee should be allocated to a tutor/tutor counsellor, who can then be

consulted for personal help and support. Attending to student problems, providing guidance and counselling and monitoring student progress will be the main responsibilities of these tutors/tutor counsellors.

2. The provision of small group tutorials with a tutor will also facilitate student-tutor interaction. Therefore in place of some of the lectures which are currently the only provision, students should be provided with considerable opportunities to participate in discussions in small groups.

3. Tutors should maintain a meaningful dialogue with teacher trainees by providing more constructive comments on assignments. Comments should be mainly focused on the professional aspects of the subject not just the academic knowledge. This situation will also lead to the enhancement of student motivation, confidence and satisfaction and to the promotion of student success in the programme.

4. Supporting contact with fellow students

Both the discriminant analyses and multiple regression analyses demonstrated that the OUSL students maintained good contact with their fellows and it had a positive impact on their self-perceived success. Also, the respondents participating in the in-depth interviews revealed a positive impression about the impact of contact with fellow students on their progress. Therefore this is one of the areas that the OUSL should draw attention to as an effective way of improving student support.

1. At the beginning of the course, each teacher trainee should be provided with a list of names and addresses of the fellow students who can be easily contacted or met whenever necessary.

2. Group assignments and group-teaching practice could also provide considerable opportunities for teacher trainees in the same school to work in small groups.

3. A system like 'co-counsellors' in the PGCE programme in UK could be beneficial to the PGDE students in Sri Lanka. The PGDE students are experienced teachers so they will be able to participate meaningfully in the

activities required. Working as co- counsellors, each student would be able to discuss problems, identify weaknesses and strengths of his/her teaching skills, get necessary feedback and monitor progress with the help of another fellow student. These shared activities will promote their self-confidence, self-satisfaction and sense of belonging.

5. Improving OUSL - school contact

The findings of this study suggest that School-related Variables have an important bearing on self-perceived success among the PGDE students. Through the impact of 'high transfer to practice' and 'reasonable workload' the indirect effects of occupational environment (basically teaching) could also be recognized. Especially for the institutions like the OUSL, this provides an alternative for strengthening its student support system. Therefore the following suggestions are made to improve the positive effects of school environment on self-perceived success and in turn promote actual success among the PGDE students.

1. By increasing awareness of head teachers/school principals about the PGDE programme, both its requirements and its advantages , a supportive atmosphere can be developed. News letter might be a good resource in this purpose.
2. A close link between schools and the teaching institution should be maintained (possibly through Master Teachers) enabling the institution to be aware of the changes in the school curriculum and also the problems of teacher trainees.
3. In the long term, developing a collaborative approach in which schools have an important role to play in the process of developing teaching competencies of graduate teachers is worth considering. Teachers progress can be monitored through active participation of school principals/head teachers.

Finally, in the long-term, the PGDE programme could be developed to assess student competence as teachers by putting emphasis on the professional side rather than on their subject knowledge.

Footnotes

Chapter 1, Footnotes

1. These two Swedish agencies provided funds and consultancy services for the project.
2. Pirivena is special type of government school which provides education mainly for Buddhist monks.

Chapter 2, Footnotes

1. Communication by post, by phone, through computer and etc.
2. The learner is quasi-permanently separated from the teacher (with the possibility of occasional meetings) throughout the length of the learning process.
3. Holmberg introduced Guided Didactic conversation as a pervasive characteristic of distance education and his approach is based on seven postulates. According to this approach, the relationship between the supporting organization and the student can be maintained by means of real (correspondence, telephone and personal contact) and simulated (internalised conversation by study of a text and conversational style of course authors) conversation.
4. Baath relates his approach of two-way communication to the interaction between student and tutor/institution.
5. Two year full-time training programmes for student-teachers.
6. Two year full-time training programmes for teacher-trainees.
7. Five areas measured were Maths, Language subject matter mastery, Maths skills, professional attitudes and Language skills. Only in language skills did the IDE programme appear to be less effective.
8. Maintaining interaction between student and institution and promoting independent study
9. An integration of both distance and face-to-face teaching.

Chapter 4, Footnotes

1. Articled teacher scheme is a recent innovation in teacher training in Britain. It has been introduced as a substitute to full-time one year PGCE programme. Students are recruited to schools for their teaching practice but they do not have the full teaching responsibilities like the teachers in the Licensed Teacher Scheme.
2. The Licensed Teacher Schemes has begun in September 1990. It takes the form of on the job training in which the student teacher is appointed to a salaried teaching post and supplied necessary arrangements for study and practice over a period of two years by a Local Education Authority or a school.

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Appendix 1

Interview Schedule - Pilot study

1. Personal background:

Age/sex/residence/employed or not/highest educational qualification/any special training (if any) /special subject areas

2. Environment:

***School:**

Financial support/ school or working environment/workload/ employees' support/colleagues support/problems

***Family:**

Marital status/family background/spouse/children/other matters/problems

3. Study with the college/university:

***Reasons for selecting a distance course/expectations about the course/study time/study habits/**

***Administration/organization of the course**

***Tutor contact/personal support/ special arrangements for tutor support/importance/ problems/requirements**

***Instruction: Face-to-face tutorials/problems/requirements**

***Assignments/ scheduling/turn round time/ comments/problems/ requirements**

***Teaching practice/mentor's support/super mentor/problems/ requirements**

***Fellow contact/different ways of contact/importance of contact/problems/requirements**

***Lesson materials/problems/requirements**

***General support**

4. Outcomes:

Satisfaction with the course/satisfaction with progress/intention to pass Major concerns about the programme/ feeling of isolation/significance of the course/goal commitment

Appendix 2

Figure 1

Pilot study : summary of interview data

The effect of background variables on student success in the PGCE course
(Articled teaching program)

Variable	relevant expressions	Effect
Race	No effect was found	
Sex	No difference was found	
Age	(1) We are not teachers. We are students. (2) I came straight from the college	facilitating
	(3) We are students . We are still training .It is a benefit. (4) We really need to discuss our problems with others	facilitating facilitating facilitating
Work exp:	(1) Part time work in a library(2 years) Translator supply teaching (2) No working experiences, came straight from the college (3) Youth work 2 1/2 years , part time work in a computer firm (4) Taught English for two years in Greece and Portugal	facilitating facilitating
Education	(1) Graduated in Italy - Foreign Languages (2) Graduated in 1990 in England (3) Graduate (4) Graduated in Greece - Fine Art	
Attitude to teaching	(1) Teaching is very rewarding job. It seems as a very look upon job (2) I am very much enjoying with it . I like to work with young people (3) My father is a teacher.he is happy being a teacher. I also want to do something meaningful (4) I wanted to be able to be financially independent. I enjoyed teaching	facilitating facilitating facilitating facilitating
Attitude to course	(1) Two year training is better than one year PGCE (2) It seems to be a good way of getting in to teaching It is superior to just mere theory (3) I am really happy about the course-Learning package is very good. (4) I like the idea of being school based	facilitating facilitating facilitating facilitating

Appendix 2
Figure 2

Pilot study : summary of interview data

The effect of environmental variables on student success in the PGCE course
(Articled teaching program)

variable	relevant expression	effect
Marital status - children	As the respondents are unmarried, no reasonable evidence was found to prove the effect of spouse and children agreeing with the idea that for a married woman with children the workload is unbearable	facilitating
Finance	Finance act as an incentive for their completion	facilitating
work	(1) we are students. We are working only three days (2)In school workload is not heavy (3) We are students .We are still training .No responsibilities like full-time teachers (4) As long as the people get in study work realistic about other demands made on people	facilitating facilitating facilitating facilitating
encourage-ment	(1) We have always supported by the teachers in school Always head asks ,how I am get on with my work (2) We really need the support of the other staff (3) I spend most of the time in my school (4) Initially a lot of staff confused about our course.they thought we are licensed teachers.Quite a lot had to be done to help them understand what our role is in the school	facilitating neutral neutral hindering

Appendix 2
Figure 3

Pilot study : summary of interview data

The effect of academic and social integration variables on student success in the PGCE course (Articled teaching program)

variable	relevant expression	effect
Study habits	No special study habits were found	
Assignments	(1) Comments are very useful. I have really improved my writing	facilitating
	(2) Assignments are strait forward	facilitating
	(3) Most of the assignments have been done by my self but it is not easy	neutral
	(4) OU course it's activities and assignments are very useful	facilitating
Course design	(1) We did not throw into teaching . This gives the opportunities for full-time involvement with the school and college	facilitating
	(2) This is superior to just mere theory in one year PGCE. On the job training give us a chance to observe-to learn-to practice	facilitating
	(3) This is very realistic approach. We are students. This is a quiet a good way of training	facilitating
	(4) I like the idea of being school based.. The way this course structured is good. 1st term observation. second term small groups and third term classes	facilitating
Course content	(1) Work load is very heavy. Most of the work is duplicated	hindering
	(2) Work load is heavy. Some written work is duplicated or triplicated. OU package is very useful	hindering
	(3) Enormous amount of work. reports ,assignments	hindering
	(4) I have problems just with the work-load,lot of unnecessary work	hindering
Personalized support	(1) I am looked after very well. Sometimes I feel it is too much	facilitating
	(2) At the beginning of the course a lot of support was there	neutral
	(3) I never felt as I need more help. Tutors and mentors are very supportive	facilitating
	(4) There are problems but most of the staff is very supportive	neutral

Appendix 2
Figure 3

Pilot study : summary of interview data

The effect of academic and social integration variables on student success in the PGCE course (Articled teaching program) (cont.)

variable	relevant expression	effect
Relationship with mentor	(1) My mentor is very close to me. The relationship should be formal as well as informal but a good understanding between each other is vital	facilitating
	(2) My mentor is very good.I can get on well with him on personal basis. We are cut off from the college. We need somebody to look after us.	facilitating
	(3) My mentor is very supportive . I get on very well with her. very close relationship.	facilitating
	(4) I am very lucky to have such an excellent teacher as my mentor. I get on with her personally not only professionally.	facilitating
Relationship with fellow students	(1) We exchange our opinions. This is very important to improve our self-confidence	facilitating
	(2) If you had a bad lesson you need somebody to encourage you emotionally	facilitating
	(3) We both work together. This is a very good support system.	facilitating
	(4) we understand each other and support each other	facilitating

All four respondents agree that tutors role is very important and his/her support is useful for their professional training.

Appendix 2
Figure 4

Pilot study : summary of interview data

The outcomes related to student success
(Articled teaching program)

outcome	relevant expression	effect
Satisfaction	(1) I am very satisfied with the financial point of view. Course is intellectually and psychologically stimulating.	facilitating
	(2) The main attraction is the financial incentive . we receive a very good quality of training.It's worth being training for it.	facilitating
	(3) My involvement in this course was an accident but now I am very happy about the course	facilitating
	(4) OU course is very interesting and accessible.	facilitating
Utility	(1) Two year training is better than one year full-time PGCE. It gives you time to take into school, to take your responsibilities step by step.	facilitating
	(2) This is superior to mere theory one year PGCE. This give two year chance to observe-to learn and practice	facilitating
	(3) There is too much things to learn. We receive what does happened in school so we can understand what is feasible to do	facilitating
	(4) You can actually see the relevance. There is an immediate impact on what I am doing in school	facilitating
Personal realization	(1) I am very confident because I am armed with the right things.	facilitating
	(2) I very much enjoy teaching	facilitating
	(3) I am going to leave with much more confidence than a PGCE full-time student	facilitating
	(4) I think I will be better prepared for going into teaching	facilitating

Appendix 2
Figure 5

Pilot study : summary of interview data

The effect of background variables on student success in the PGCE course
(Licensed teaching program)

variable	relevant expression	Effect	
Race	(1) I am the only black teacher in this school . I must say that it worried me	Hindering	
	For the others no special effect was found	Neutral	
Sex	(1) Female but no special difference was found	Neutral	
	For all the others no special effect was evident	Neutral	
Age	(1) Mentors treat us like children. Please treat us like experienced people	Hindering	
	(2) Others see us as adults and think they can automatically cope with our work	Hindering	
	(3) No special effect	Neutral	
	(4) As an elder person you feel vulnerable to ask other's help	Hindering	
Work Experience	(1) I've been teaching most of the years	Facilitating	
	(2) I graduated in Law.It suits for more matured students I used to enjoy my weekends and evening before come to teach	Hindering	
	(3) Did part time jobs but those jobs were not secure	Facilitating	
	(4) Teaching French and German	Facilitating	
Education	(1) B.A. MSc (Ph.D student) I have already acquired the discipline Once you acquired that you can apply it in to anything	Facilitating	
	(2) B.A. Graduated as a matured student	Hindering	
	(3) B.A. MSc Its a six years of hell . I could not enjoy with my studies	Hindering	
	(4) B.A. Did professional studies in Banking .	Facilitating	
Attitude to teaching	(1) I really enjoy working with children ,I get a lot of satisfaction in teaching	Facilitating	
	(2) Teaching particularly appeals to me. I want to help the society without worrying about the profit making side.	Facilitating	
	(3) If I can communicate my enthusiasm about biology this would be a good routine .but financial and job security is more important.	Facilitating	
	(4) I rather like teaching foreign language .In this country it is a very secure area.	Facilitating	
Attitude to part-time training	(1) Part-time training is very convenient especially when you have a family	Facilitating	
	(2)This way is not very successful. One day a college is not enough	Hindering	
	(3) Part-time training is like an apprenticeship scheme. It is very Successful	Facilitating	
	(4) This is the only option to study while keep my family going . Full-time training is a wastage of time.	Facilitating	
(1) Mrs. S	(2) Mr. A	(3) Mr. B	(4) Mr. C

Appendix 2
Figure 6

Pilot study : summary of interview data

The effect of environmental variables on student success in the PGCE programme
(Licensed teaching program)

variable	relevant expression	Effect
Family		
1.Spouse	(1) My husband is very cooperative	Facilitating
	(2) Quality of life being with my wife. I used to spend all my weekends and evenings in enjoying with her	Hindering
	(3) Not married	Facilitating
	(4) My wife is very helpful	Facilitating

2.Children	(1) It is very difficult to plan my study time with my children but if I tell them they will leave me alone to do my work.	Neutral
	(2) No children	Facilitating
	(3) Not married /No children	Facilitating
	(4) When children are moving around it is difficult to study but their effect is not always negative	Neutral

3.Economic	(1) Husband a micro-biologist ,WHO -satisfactory	Facilitating
	(2) Wife is working .She earns more than me	Facilitating
	(3) I can depend on my salary	Neutral
	(4) Wife is not working . Difficult to maintain family	Hindering

Financial support	The effect of this variable was seemed to be facilitating for every respondent	

School		
1.Work load	(1) I am not being given a full-time table	Facilitating
	(2) I have a full-time table. I was asked to set up a Law Department in September	Hindering
	(3) My work-load is not heavy. I have free-time for my lesson preparations, Studies and observations	Facilitating
	(4) I have a full-time table.To come to college getting assistance from a supply teacher but all the lesson material should be prepared.	Hindering

2.Encour- agement	(1) Some teachers are helpful but not everybody	Neutral
	(2) If the head master does not support, you haven't got the ultimate backing.	Hindering
	(3) There should be an encouraging environment. Others are very helpful and excellent teachers	Facilitating
	(4) Many head-teachers and teachers does not support the scheme They are trying to get the benefit from this scheme	Hindering

Appendix 2
Figure 7

Pilot study : summary of interview data

The effect of social and academic integration variables on student success in the PGCE programme(Licensed teaching program)

variable	relevant expression	effect
study	(1) It is difficult to plan my study time with children but I am trying to do many things in school I can find time whenever I need to study	Facilitating
time	(2) No special time for studies. I am worried about spending my personal time.	Hindering
	(3) Any time in school or at home	Facilitating
	(4) If I can't work at home I am going to the library	Facilitating
Assess-ment	(1) Most assignments are straight forward. Comments are very useful	Facilitating
	(2) Back ground reading is quite extensive. Difficult to cope with while teaching . Applicability of assignments are questionable	Hindering
	(3) Assignments are too wage. Questions are wide open. First assignment reminds early evil experiences	Hindering
	(4) I am quite impressed about the comments made by tutors.	Facilitating
Deadlines	(1) Don't really feel pressure to do assignments but dead lines are important	Facilitating
land	(2) Feel neutral about this	Neutral
schedules	(3) " " " "	Neutral
	(4) They are good to force oneself to complete the task	Facilitating
Personalized instructional support	(1) I am getting enough support. My mentor and tutors are trying to provide what we needed.	Facilitating
	(2) Tutors and mentors are always prepared to supply necessary support.	Facilitating
	(3) Their support is very impressive	Facilitating
	(4) I am not having my mentor's help. Tutors are very cooperative	Facilitating
Course design	(1) This is a good way of getting in to teaching . Tutorials and OU materials are very useful	Facilitating
	(2) One day a week is not enough .Much more things to teach.	Hindering
	(3) This is like an apprenticeship scheme	Facilitating
	(4) We are getting practical training while learning theory	Facilitating
Course content	(1) Need more subject oriented lectures than general theories	Hindering
	(2) Need more practical knowledge .Adults learn and respond to Practical training - over demanding work.	Hindering
	(3) Need more specialized knowledge especially for science subjects	Hindering
	(4) Education theories not give wider perspective.	Hindering
Expectations	(1) I have no great expectations but want to be a qualified teacher	Facilitating
	(2) I had great expectations but now have a higher degree of	Hindering
	(3) I want to complete this course satisfactorily	Facilitating
	(4) I had great expectations to be a qualified teacher	Hindering

Appendix 2
Figure 7

Pilot study : summary of interview data

The effect of academic and social integration variables on student success in the PGDE programme (Continued)
(Licensed teaching program)

variable	relevant expression	effect
Relationship with tutor	(1) They are very friendly.They encourage us to make contributions	Facilitating
	(2) They help me to feel better.	Facilitating
	(3) They are very understandable. Help us to improve our confidence	Facilitating
	(4) They give more opportunities to share our own ideas	Facilitating
Relationship with mentor	(1) I have a pretty close relationship.His door is always open .very helpful and friendly person.	Facilitating
	(2) I am get on very well with my mentor. There should be a very close understanding between mentor and mentoree.	Facilitating
	(3) My mentor lives for teaching. every body must have a very good relationship with ones mentor	Facilitating
	(4) I am not getting enough mentor's time.She is busy with other work	Hindering
Relationship with colleagues	(1) I really like to share ideas with others .That's why I like to come to college every Thursday.	Facilitating
	(2) Social relationship with the group is vital. Knowing all have the same problem can improve our self- confidence	Facilitating
	(3) In a small group we have many opportunities to discuss We feel confident	Facilitating
	(4) Our group is like a breathing place. The great benefit comes from taking to each other not listening to a lecture.	Facilitating

Apart from that there are evidence to prove that relationship with their school staff is also important for those teacher trainees to develop necessary skills involved in their profession.

Appendix 2
Figure 8

Pilot study : summary of interview data

The outcomes related to student success (Licensed teaching program)

out comes	relevant expression	effect
Satisfaction	(1) I am quite satisfied with the support available I get a lot of satisfaction from teaching	Facilitating
	(2) I have a higher degree of unhappiness about the scheme	Hindering
	(3) I maintain a very close relationship with children It increases my satisfaction	Facilitating
	(4) I would be satisfied if I did not have great problems	Hindering
Utility	(1) Because we are teaching all the time we are getting a lot of of practical training.some of the insights helping me to make decisions for my children	Facilitating
	(2) This course can never achieve anything	Hindering
	(3) Course is very useful but there are many problems	Facilitating
	(4) I don't feel that the course reach it's maturity	Hindering
Stress	(1) I am the only black teacher in my school . I must admit that it really worried me.	Hindering
	(2) Heavy work load interfere with my family life	Hindering
	(3) Our first assignment was about our early learning experiences Mine was a six years of hell .It exercises many demons in the past	Hindering
	(4) My senior mentor warned me that I should improve quite a lot if I want to get the qualified teacher status. It increases my anxiety	Hindering
Personal realization	(1) I realized that teaching is I really enjoy doing	Facilitating
	(2) I made a mistake choosing teaching but in this country children are not interested in learning	Hindering
	(3) To be a good teacher one must live with teaching but I am not sure how far I can do that	Neutral
	(4) I am not really good enough but I can be better	Facilitating
Goal commitment	(1) I will feel I've been very well trained	Facilitating
	(2) It is not coming up to my expectations	Hindering
	(3) I feel neutral about the course	Hindering
	(4) I don't know whether I can get the qualified teacher status	Hindering

Appendix 3
Teacher Education Questionnaire I

Institute of Educational Technology
The Open University
Walton Hall
Milton Keynes

Dear colleague,

I am a member of staff at the Open University of Sri Lanka and currently attached to the Open University, United Kingdom as a full-time research student. I am developing an instructional design for distance teacher education courses which I hope will be very useful for the Sri Lankan context.

As a part of my research I am talking to teachers in Sri Lanka, but I want to learn as much as possible about how teachers in U.K feel about their distance studies and what problems they face when studying and also working as members of staff. The purpose is to see how the Sri Lankan system might be usefully changed by learning from you. I should therefore, be very grateful if you could spend some time helping me to understand your situation, by answering the questionnaire enclosed. The questionnaire will only take about 15 - 20 minutes to complete.

Your participation in this study is entirely voluntary and your replies will be treated as completely confidential. Your help will, however, make a great deal of difference to the success of my research.

Please post your questionnaire back as soon as possible using the reply-paid label.

I would like to thank you in advance for your co-operation and wish you every success in your studies.

Yours sincerely

G.D. Lekamge
Research student

IMPORTANT:
SCHOOL SUPERVISOR*

Please consider the person (Associate tutor/Mentor or other) responsible for your teaching practice as SCHOOL SUPERVISOR to complete this questionnaire

TRAINING INSTITUTION*

OU students should consider OU and PGCE students should consider their college or university as their TRAINING INSTITUTION

CARD 1	(1)
LUK	(2-4)
ID	(5-8)

Teacher Education Questionnaire I

Section 1

The following questions are related to your background. Please indicate your answers by ringing the appropriate codes, like this 2

1. What is your age group?

21 - 30.....1

31 - 40.....2

41 - 50.....3

51 - 60.....4

60+.....5

(9)
2. What sex are you?

Male.....1

Female.....2

(10)
3. What is your highest educational qualification?

Teaching certificate.....1

Degree.....2

Post Graduate Dip/Certificate..3

Post Graduate degree4

Other.....5

(11)
4. What is your main subject specialism as a teacher? (Ring one number only)

Science1

Mathematics/Technology.....2

Social sciences/Education.....3

Business studies/Commerce4

Arts.....5

Languages.....6

Other (please specify).....7

.....

(12)
5. If you have any work experience in teaching, how many years?

No experience.....1

Less than one year.....2

1 - 3 years3

4 - 6 years4

7 -10 years5

More than 10 years.....6

(13)
6. Which of the following best describes your present employment situation . Ring one only.

Full-time teacher/instructor/trainer.....1

Part-time teacher/instructor/trainer.....2

Currently in other part-time employment.....3

Self-employed.....4

Retired.....5

Engaged full-time in domestic responsibilities.....6

Unemployed and looking for a job7

Other (please specify).....8

.....

(14)
7. Which of the following applies to you ?

Working as a teacher, and doing a part-time teacher education course.1

Completing the PGCE course in order to obtain a teaching post2

Have worked as a teacher but not doing so currently.....3

Trained as a teacher but never worked as a teacher.....4

Other (please write in).....5

(15)

8. Which of the following best describes your household? (16)
- | | | |
|--|---|--|
| Single person | 1 | |
| Couple..... | 2 | |
| Nuclear family (partner and children)..... | 3 | |
| Extended family (partner, children and relatives)..... | 4 | |
| Communal household (other adults, children)..... | 5 | |
| Single-parent with children | 6 | |
9. If you have children (under the age of 16) living with you, how many? (17)
- | | | |
|-------------------|---|--|
| None | 1 | |
| 1 - 2 | 2 | |
| 3 - 4 | 3 | |
| More than 4 | 4 | |
10. If you have a partner, which of the following best describe his/her situation? (18)
- | | | |
|-------------------------------|---|--|
| Working full-time | 1 | |
| Working part-time | 2 | |
| Self-employed..... | 3 | |
| Retired..... | 4 | |
| Looking after the family..... | 5 | |
| Unemployed..... | 6 | |
| Other (please specify)..... | 7 | |
| | | |
11. How would you rate your/family's economic circumstances on the following scale? (19)
- | | | |
|-----------------------|---|--|
| Very good | 1 | |
| good | 2 | |
| Average | 3 | |
| Not very good | 4 | |
| Not at all good | 5 | |

The other sections are concerned with your studies related to teaching. Please indicate your answers by ringing the appropriate codes or where relevant write the answer.

Important: *If you are an OU student please consider your latest teacher education course . PGCE students should consider all the courses necessary for the certificate (e.g. EP 228, subject specialism component and teaching practice.)*

Section 2

12. When did you start the course? Year: 19_____ Month_____ (20-24)
13. Do you pay for your course yourself or are you sponsored? (Ring the answers that apply) (25-28)
- | | | |
|---------------------------|---|--|
| Paid for self..... | 1 | |
| Sponsored by school | 1 | |
| Sponsored by LEA | 1 | |
| Other sponsorship | 1 | |
14. What was your main reason for choosing this course rather than a full-time course? (Ring all that apply) (29-37)
- | | | |
|---|---|------|
| I prefer to study on my own | 1 | (29) |
| I want to improve my career prospects while doing my job..... | 1 | (30) |
| I need to earn money while studying | 1 | (31) |
| My family duties prevent my studying full-time..... | 1 | (32) |
| I could not afford a full-time course..... | 1 | (33) |
| I don't live within travelling distance of another university | 1 | (34) |
| This particular course appealed to me | 1 | (35) |
| This is the only suitable course available..... | 1 | (36) |
| Other (please specify)..... | 1 | (37) |
| | | |
- 15 On average how many hours per week have you been spending on your studies? (Exclude the period when you are doing your teaching practice) (38)
- | | | |
|--------------------------|---|--|
| Five hours or less | 1 | |
| 6-10 hours..... | 2 | |
| 11-15 hours | 3 | |
| More than 15 hours..... | 4 | |

16. Do you have a place to study where you are free from interruptions? Yes.....1 (39)
No.....2

17. Which one of the following statements best describes how you schedule your time? (40)
I have scheduled fixed times for studying and I keep to my schedule..... 1
I try to have a fixed schedule but don't always manage to follow it..... 2
I don't like fixed schedules, I prefer to study when I feel I like it..... 3
I am not able to have a fixed schedule, I have to study whenever I can find time 4

- 18 (a) What importance do you attach the following in your distance education course?
(b) **IMPORTANT:** If any are not provided in your present/latest course, please ring in column B.

	Not at all	Not very	Fairly	Very	B. Not available	
(a) Tutorial help in a group	1	2	3	4	1	(41-42)
(b) Individual help and advice from a tutor	1	2	3	4	1	(43-44)
(c) Personal support for teaching practice	1	2	3	4	1	(45-46)
(d) Contact with a tutor by phone/letter at times (other than scheduled tutorials)	1	2	3	4	1	(47-48)
(e) Self-help study group without a tutor	1	2	3	4	1	(49-50)
(f) Lectures on relevant topics	1	2	3	4	1	(51-52)
(g) Tutor's comments on assignments	1	2	3	4	1	(53-54)

19. Since the start of the course how often have you met/contacted your fellow students to discuss study problems? (outside of tutorials)
Never.....1 (55)
Seldom.....2
Often (at least once a month)....3

20. Which of the following apply regarding the contact you have with your tutor/s ? (Ring all that apply).
(a) Almost no contact outside of tutorials/formal meetings...1 (56)
(b) We often meet after tutorials to chat/discuss things.....1 (57)
(c) My tutor has arranged informal meetings1 (58)
(d) I have telephoned my tutor if I have queries/problems...1 (59)
(e) Written correspondence.....1 (60)
(f) Other (please specify)1 (61)
.....

21. On the basis of your contact with your tutor/s and school supervisor*(if any) so far, do you feel that you have had a chance to voice your interests, needs, concerns, etc .

	with tutor/s	with school supervisor*	
Haven't tried	1	1	(62-63)
On the whole, no	2	2	
Yes, on the whole	3	3	
Yes, definitely	4	4	

22. How often have you received the following grades/marks for your course assignments?

	Never	Seldom	Often/Mostly	
Poor (Below E /Below 40)	1	2	3	(64)
Fair (Grade D/40-54)	1	2	3	(65)
Good (Grade C/55-69)	1	2	3	(66)
Excellent (B&A/Above 70)	1	2	3	(67)

23. Do you feel that your teaching practice is helping you to build up the skills you need to be a good teacher? (Ring 5 if not applicable)
Can't tell yet.....1 (68)
On the whole, no.....2
Yes, on the whole.....3
Yes, definitely.....4
Not applicable.....5

Section 3

CARD

2

(1)

24. Here are some statements teachers make regarding their study environment and their courses. Do they apply for your present/latest teacher education course? Please ring the appropriate number to indicate how much you agree with them on the scale mentioned below.

1= Completely disagree

6= Don't know

2= Mostly disagree (partly agree)

7= Not applicable

3= Neither agree nor disagree

4= Mostly agree (partly disagree)

5= Completely agree

	Dis agree					Agree		D/K	N/A
Family responsibilities interfere with my studies in this course frequently	1	2	3	4	5	6	7	(2)	
My family is giving me lots of support for these studies	1	2	3	4	5	6	7	(3)	
My spouse/partner is upset when I spend a lot of time on my studies	1	2	3	4	5	6	7	(4)	
My head teacher is supportive of my studies.	1	2	3	4	5	6	7	(5)	
Heavy work at work place/A full teaching-load at school hinders my progress in this course	2	3	4	5	6	7	(6)		
Other teachers in my school/Colleagues in my work place are willing to help with my studies	1	2	3	4	5	6	7	(7)	
Previous experience in teaching facilitates my progress in this course	1	2	3	4	5	6	7	(8)	
Worries about financial matters are having/had a negative impact on my studies	1	2	3	4	5	6	7	(9)	
I need more time off from teaching/work to complete this course satisfactorily	1	2	3	4	5	6	7	(10)	
I find many assignments in this course are challenging	1	2	3	4	5	6	7	(11)	
I need to be better informed about the strengths and weaknesses of my assignments	1	2	3	4	5	6	7	(12)	
Tutor's comments on assignments are proving very useful	1	2	3	4	5	6	7	(13)	
This course has a great emphasis on the practical aspects of teaching	1	2	3	4	5	6	7	(14)	
The time given for supervised teaching practice is not sufficient	1	2	3	4	5	6	7	(15)	
I think, in-service-training is more useful to my professional development than longer full-time courses	1	2	3	4	5	6	7	(16)	
I think in-service-training is less convenient than longer full-time courses	1	2	3	4	5	6	7	(17)	
The course content is relevant to my professional needs	1	2	3	4	5	6	7	(18)	
This course is over-loaded and too much study is required	1	2	3	4	5	6	7	(19)	
The study materials in this course combine theory with practical teaching	1	2	3	4	5	6	7	(20)	
The study materials in this course are very difficult to follow	1	2	3	4	5	6	7	(21)	
I am not satisfied with the study methods I am using for this course	1	2	3	4	5	6	7	(22)	
My academic experience in this course is having a positive impact on my professional development.	1	2	3	4	5	6	7	(23)	

25. To what extent do you disagree or agree with the following statements about support and studying outcomes in relation to your present/latest teacher education course.

1= Completely disagree

6= Don't know

2= Mostly disagree (partly agree)

7= Not applicable

3= Neither agree nor disagree

4= Mostly agree (partly disagree)

5= Completely agree

	Dis agree					Agree	D/K	N/A	
I regret that there is not more opportunity to contact my tutor/s for help when I experience difficulties	1	2	3	4	5	6	7		(24)
A lot of contact with my tutor/s would help me feel more confident about my progress	1	2	3	4	5	6	7		(25)
Lack of individual help and advice from my tutor/s has hindered my progress in this course	1	2	3	4	5	6	7		(26)
I feel confident about studying on my own	1	2	3	4	5	6	7		(27)
I often find studying alone is more useful than sharing opinions with fellow students	1	2	3	4	5	6	7		(28)
Listening to a lecture is more useful than a group discussion with fellow students	1	2	3	4	5	6	7		(29)
I feel confident when I talk to students with similar problems	1	2	3	4	5	6	7		(30)
Since the start of the course I have developed close personal relationship with one or more of the other students	1	2	3	4	5	6	7		(31)
My good relationship with the other students has a positive impact on my progress in this course	1	2	3	4	5	6	7		(32)
My school/head teacher is involved in monitoring/assessing my progress as well as my training institution*	1	2	3	4	5	6	7		(33)
I feel isolated because I am studying alone at home most of the time	1	2	3	4	5	6	7		(34)
I am not satisfied with the extent of my progress since enrolling in this course	1	2	3	4	5	6	7		(35)
This course will give me the skills necessary to a more competent teacher	1	2	3	4	5	6	7		(36)
I feel supported because I am being well looked after by my training institution*	1	2	3	4	5	6	7		(37)
I am fully confident that I will be able to pass this course	1	2	3	4	5	6	7		(38)
It is very important for me to pass this course	1	2	3	4	5	6	7		(39)
Any personal/family problems are unlikely to hinder my progress because of the support that I am receiving from my training institution*	1	2	3	4	5	6	7		(40)
Taking everything into account I am well satisfied with the course	1	2	3	4	5	6	7		(41)
<u>For those who have a SCHOOL SUPERVISOR* for teaching practice</u>									
It is very important to have a close understanding between my school supervisor and my self	1	2	3	4	5	6	7		(42)
I am satisfied with the opportunities to interact personally with my school supervisor	1	2	3	4	5	6	7		(43)
My interpersonal relationship with my school supervisor has had a positive influence on my progress in this course	1	2	3	4	5	6	7		(44)

Section 4 YOUR COMMENTS ON YOUR TEACHER EDUCATION COURSE

26. (a) What feature in your course contributes most to your professional development? i.e as a teacher

(45-48)

(b) What feature contributes least to your professional development?

(49-51)

27. Support from your training institution (the OU/College or University)

(a) Please identify the most important kind of support given.

(52-55)

(b) What additional support from your institution would have helped you studying (even) more effectively?

(56-59)

28. Please outline and comment on the effectiveness of any arrangement you made to meet/contact (outside of formal tutorials) your fellow students during this year. Ring here if none1

(60)

(61-64)

29. (a) Please describe the main problem which has hindered your continuation and progress most often.

(65-70)

(b) What do you like to suggest as the most important action to be taken by your training institution to help with the above mentioned problem?

(71-74)

30. Is there anything else you would like to say about studying as a distance/part time student and/or the system for supporting students like yourself.

(75-78)

31. Finally, please identify the two most important outcomes that you anticipate as a result of gaining your certificate.

1.

2.

(79-80)

Additional questions included in the questionnaire I
for the OUSL students

- Q: 32
- A. Considering your own experience in the course, comment on the usefulness of the following services to your progress in the programme
 - B. Indicate the changes necessary to ensure a better service for future students
 - 1. Services related to OUSL administration
 - 2. Services provided by the Education Unit
 - 3. Instructional procedure
 - 4. Supervision for Teaching Practice
 - 5. Assignments

Appendix 4

Teacher Education Questionnaire II

Institute of Educational Technology
The Open University
Walton Hall
Milton Keynes

Dear colleague ,

I am a member of staff at the Open University of Sri Lanka and currently attached to the Open University of United Kingdom as a full-time research student. I am developing an instructional design for distance/part-time teacher education courses which I hope will be very useful for the Sri Lankan context.

As a part of my research, I am talking to teachers in Sri Lanka, but I want to learn as much as possible about how teachers in U.K feel about their distance/part-time education and how teacher education courses are organized in order to meet their needs while maintaining the quality of those courses. The purpose is to see how Sri Lankan system might be usefully changed by learning from you. I should therefore, be very grateful if you could spend some time helping me to understand the structure of your teacher education course, by answering the questionnaire enclosed. The questionnaire will only take about 10-15 minutes to complete.

Your participation in this study is entirely voluntary and your replies will be treated as completely confidential. Your help will, how ever make a great deal of difference to the success of my research.

Please post your questionnaire back as soon as possible using the reply paid envelope.

I would like to thank you in advance for your co-operation.

Yours sincerely

G. D. Lekamge.

Teacher Education Questionnaire II

Tutors/Counsellor questionnaire

Please write your answers in the space provided.

1. Name of the institution :
2. Name of the course that you are associated with:
3. How long have you been tutoring/counselling in distance/part-time teacher education courses?
4. Have you had any special training for being a distance education tutor? (Please specify)

The following questions are concerned with the teacher education course that you are associated with (OU course/PGCE course). Please try to give detailed answers considering your experiences in the course.

5. (a) Please describe briefly the support system (academic and personal) available for the students.

(b) Is there a person who fulfils a counselling role, keeping in touch with the students throughout their course? Yes/No

If yes, please identify the areas that they are responsible for, e.g. extent of their role, aspects of student support/welfare that they are covered etc.

6. How much and what sort of contact do you have with the students? Please list your roles and number of contact hours (approx.) involved in each role.

Roles

Contact hours

1

2

3

4

7. As an experienced tutor and/or counsellor what do you see as the services that can only be provided through the help of someone like yourself?
8. What feature in the course you are involved with in your opinion contributes most to their professional development? i. e. as a teacher
9. Considering your experiences in the course, please describe **two main problems** that those students have discussed with you most often.
 - (a) Main problem
 - (b) Second most important problem
10. What do you consider as the **most suitable action** that has been taken by your institution(OU/College) to meet those students needs?
11. Thinking about the students who haven't completed the course, what would be the typical reasons for their discontinuing the course?
 - 1
 - 2
 - 3

12. In your opinion, what are the **main differences** between students who complete the course and those who don't complete it?

13. Please describe briefly the assessment system of this course and comment briefly on the way that this supports/does not help student progress..

14. Finally, based on your experience, can you please identify (up to) three things that I should try to include in my instructional design for students/teachers doing their PGCE/PGDE at a distance to ensure good student support?

1

2

3

Thank you very much for your co-operation

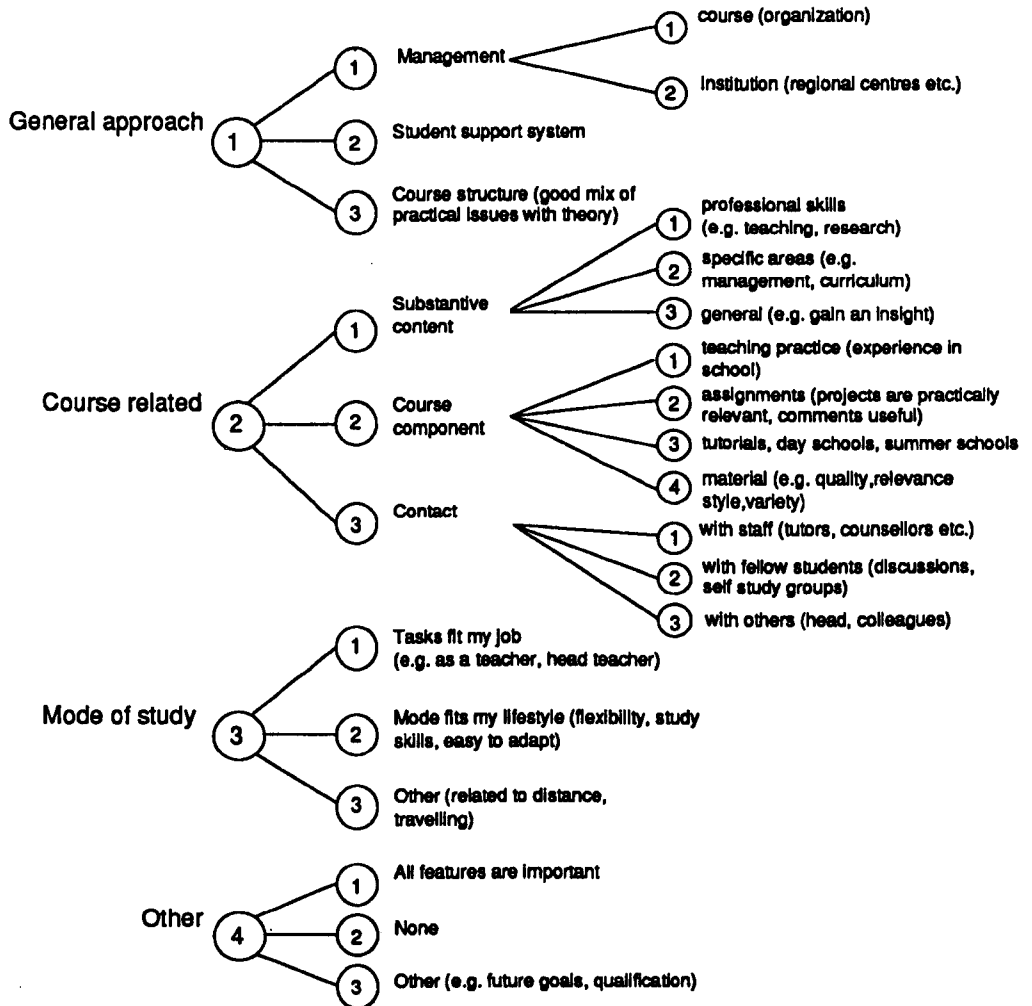
Appendix 5

Coding sheet used to record OUSL data

Card 1	40	6	32
LUK- 2-4	41-42	7	33
ID - 5-8	43-44	8	34
9	45-46	9	35
10	47-48	10	36
11	49-50	11	37
12	51-52	12	38
13	53-54	13	39
14	55	14	40
15	56	15	41
16	57	16	42
17	58	17	43
18	59	18	44
19	60	19	45-48
20-24	61	20	
25-28	62-63	21	49-51
29	64	21	
30	65	22	52-55
31	66	23	
32	67	24	56-59
33	68	25	
34	Card 2	26	60
35	1	27	61-64
36	2	28	65-70
37	3	29	71-74
38	4	30	75-78
39	5	31	79-80

Appendix 6

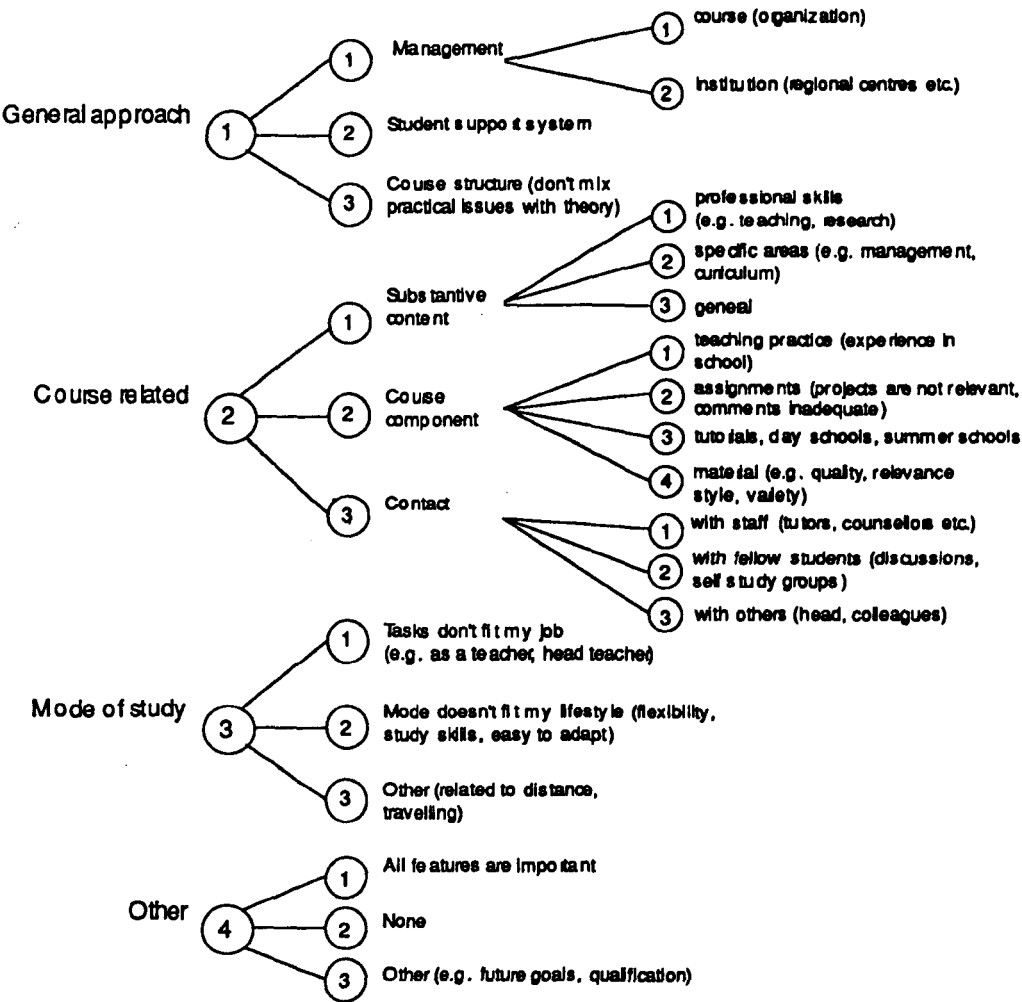
Categories developed for the analyses of student comments



The factor contributing most to teachers professional development
Figure 1

Appendix 6

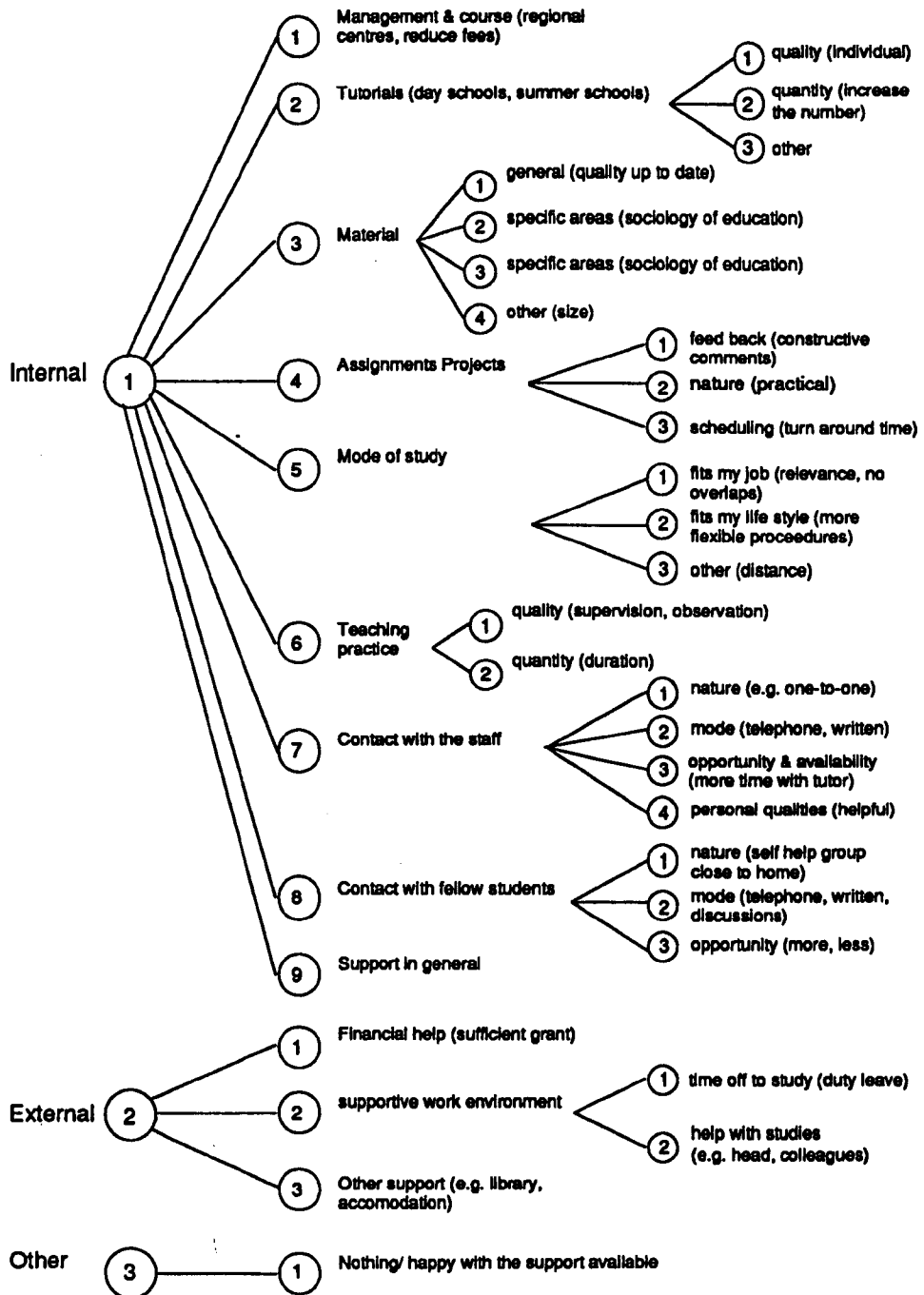
Categories developed for the analyses of student comments



The feature contributing least to teachers professional development
Figure 2

Appendix 6

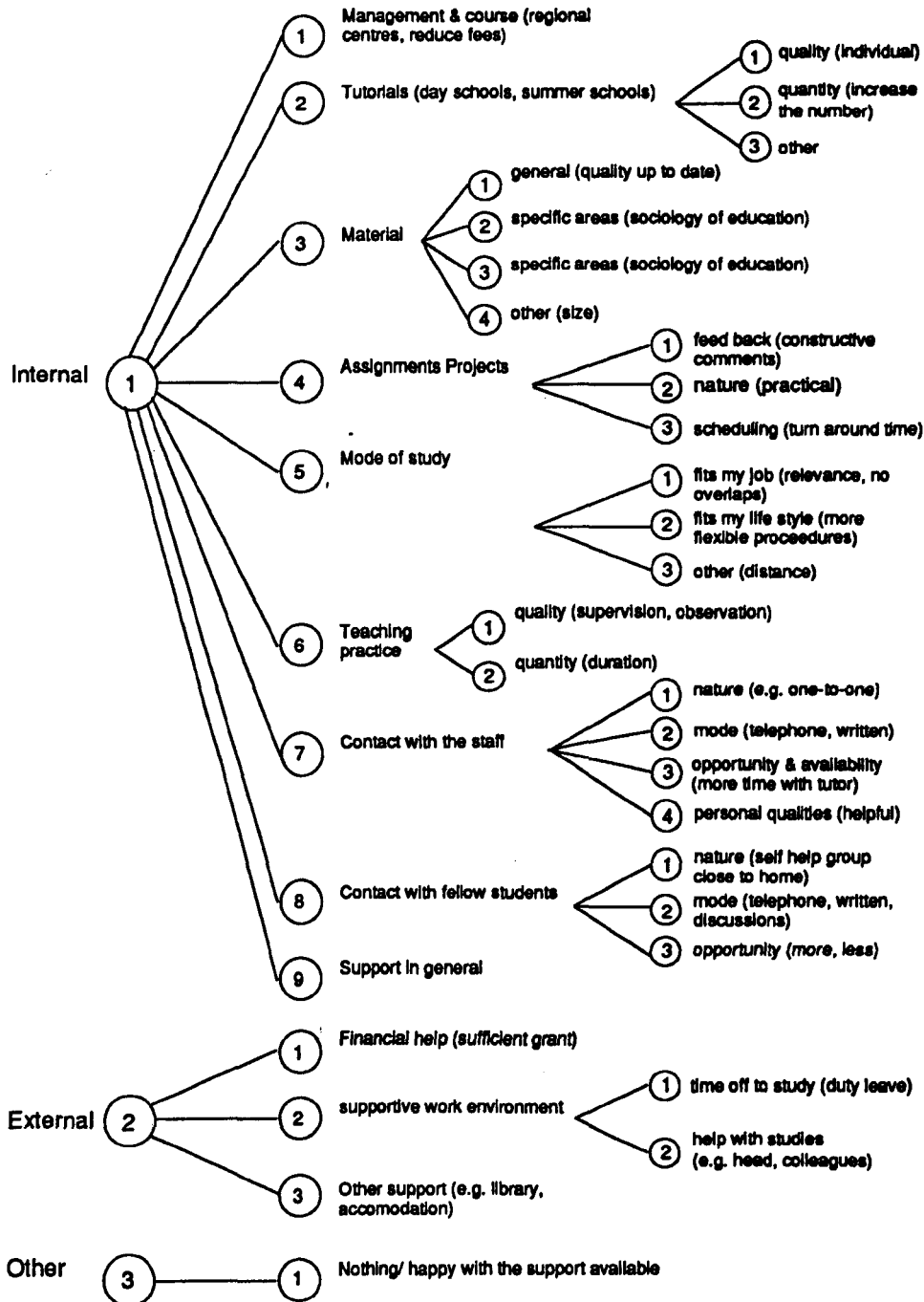
Categories developed for the analyses of student comments



The most important kind of support given by the institution
Figure 3

Appendix 6

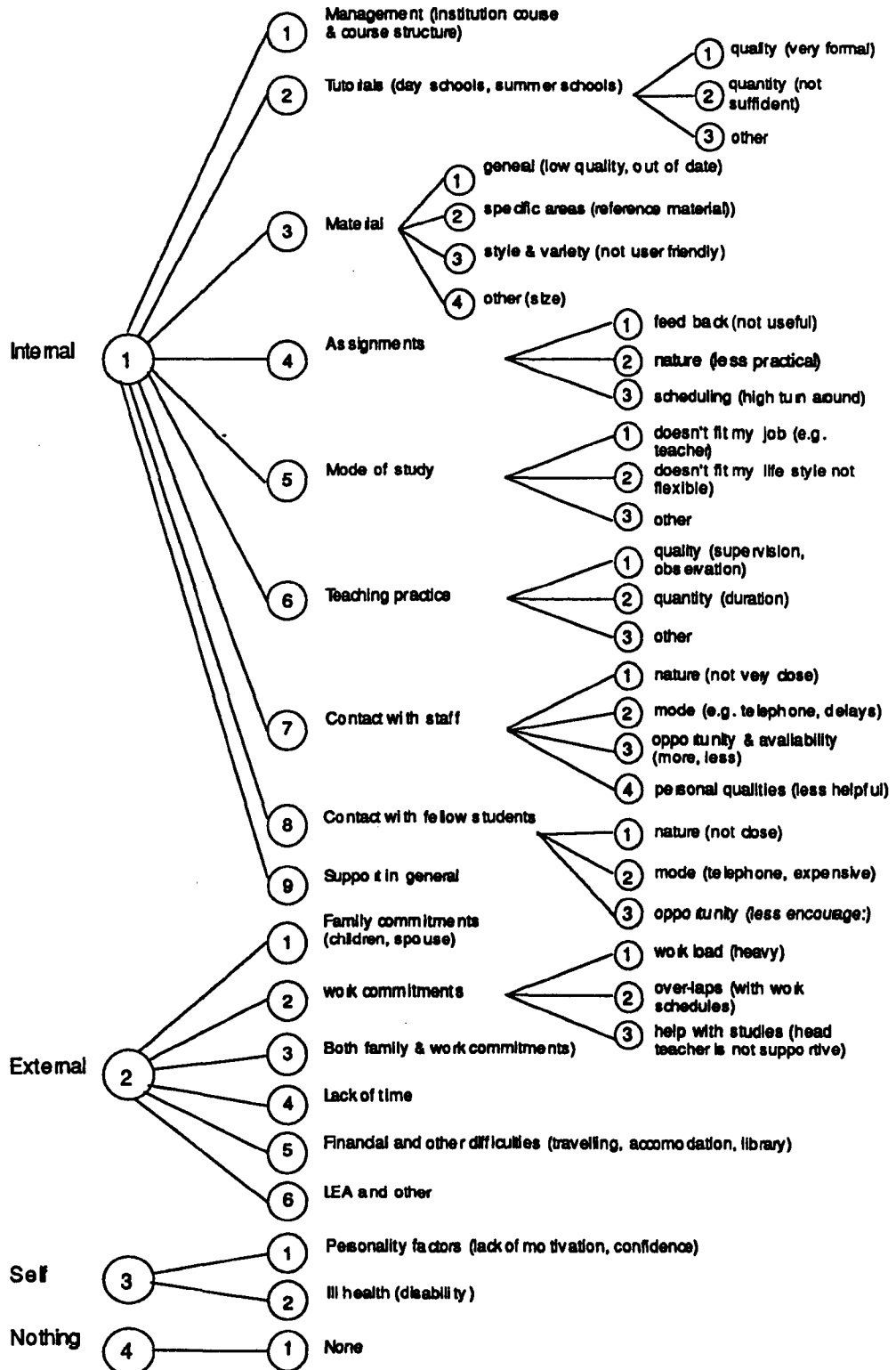
Categories developed for the analyses of student comments



Additional support needed from institution
Figure 4

Appendix 6

Categories developed for the analyses of student comments



The main problem which had hindered teachers continuation and progress in the programme

Figure 5

Appendix 7

Figure 1

Category description

Category 1 : The feature contributes most to teachers professional development

1.0. General approach

1.1.0. Management

1.1.1. Course (planning and organization of the course)

1.2.1. Institution (regional centres, facilities, communication system,
link between the institution and the other institutions)

1.2.0. Student support system in general

1.3.0. Course structure (good mixture of practical and theoretical
issues balanced)

2.0. Course related

2.1.0. Substantive content

2.1.1. Professional skills (teaching skills, research skills,
management skills)

2.1.2. Specific areas (management, curriculum, special needs, statistics)

2.1.3. General (gaining an insight, reflection, fresh look, opportunity to
re-think)

2.2.0. Course components

2.2.1. Teaching practice (quality , methods (supervision, observation)
school supervisors, quantity (duration, organization)

2.2.2. Assignments and exam (comments, nature, scheduling, marking,
relevance, usefulness, flexibility)

2.2.3. Tutorials/ day schools/summer schools (quality group
discussions, individual attention, orientation, methods) quantity
(number, duration) other (organization, local tutorials)

2.2.4. Material (quality, specific subject areas, style and variety, size,
distribution)

2.3.0. Contact

- 2.3.1. Contact with staff (personal contact, opportunities, availability of tutors, personality characters of tutors)**
- 2.3.2. Contact with fellow students (opportunities, relationship close or not, encouragement, support)**
- 2.3.3. Contact with others (head teachers and colleagues at school)**

3.0. Mode of study

- 3.1.0. Tasks fit/does not fit my job (as a head teacher, house wife etc)**
- 3.2.0. Mode fit/does not fit my life style (dead lines, self study, pressure of work, reading, communication)**
- 3.3.0. Other (distance, travelling difficulties)**

4.0. Other

- 4.1.0. All are important**
- 4.2.0. Other (recognition when the course is completed)**
- 4.3.0. Don't know**

**Appendix 7
Figure 2**

Category description

Category 2 : The feature contributes least to teachers professional development

1.0. General approach

1.1.0. Management

1.1.1. Course (bad planning and organization of the course)

**1.2.1. Institution (regional centres, facilities, lack of communication system,
poor link between the institution and the other institutions)**

1.2.0. Student support system in general (no proper guidance)

1.3.0. Course structure (main stream oriented, too much theory, not interesting)

2.0. Course related

2.1.0. Substantive content

2.1.1. Professional skills (teaching skills, research skills, management skills)

2.1.2. Specific areas (management, curriculum, special needs, statistics)

2.1.3. General

2.2.0. Course components

2.2.1. Teaching practice (poor quality , methods not useful(supervision, observation) low quality school supervisors, time is not enough)

2.2.2. Assignments and exam (no comments, not challenging, high turn-around time)

2.2.3. Tutorials/ day schools/summer schools (low quality (no group discussions, no individual attention, orientation, methods) quantity (number is not sufficient) other (organization, local tutorials)

2.2.4. Material (low quality, out dated, subject areas, style does not fit)

2.3.0. Contact

2.3.1. Contact with staff (no personal contact, no opportunities, unavailability of tutors, personality characters of tutors)

2.3.2. Contact with fellow students (no opportunities, no close relationship encouragement, support)

2.3.3. Contact with others (head teachers and colleagues at school)

3.0. Mode of study

3.1.0. Tasks does not fit my job (as a head teacher, house wife etc)

3.2.0. Mode does not fit my life style (dead lines, self study, pressure of work, reading, communication)

3.3.0. Other (distance, travelling difficulties)

4.0. Other

4.1.0. All are important

4.2.0. Other (recognition when the course is completed)

4.3.0. Don't know

Appendix 7

Figure 3

Category description

Category 3 : The most important kind of support given by the institution

1.0. Internal

1.1.0. Management

- 1.1.1. Management- institution (organization, regional centres, communication, co-ordination, link with other institutions)
- 1.1.2. Management-course (organization, planning, scheduling)

1.2.0. Tutorials/ day schools/ summer schools

- 1.2.1. Quality (individual attention, small group discussion, relevance, orientation, tutor's quality)
- 1.2.2. Quantity (sufficient, convenient)
- 1.2.3. Other (systematic procedure, local tutorials, scheduling)

1.3.0. Material

- 1.3.1. General (quality, relevance)
- 1.3.2. Specific areas (principles of education of education, sociology of education)
- 1.3.3. Style and variety (user friendly, different media (audio, video)
- 1.3.4. Other (size and distribution)

1.4.0. Assignments and projects

- 1.4.1. Feedback (useful, constructive, encouraging)
- 1.4.2. Nature (practical, relevant, stimulating)
- 1.4.3. Scheduling (turn round time, flexibility)
- 1.4.4. other (number, model answers, marking scheme, essay writing)

1.5.0. Mode of study

- 1.5.1. Mode fits job (as a teacher or other)
- 1.5.2. Mode fits my life style (flexible, convenient, self-study, easy to adapt)
- 1.5.3. other (distance, good communication system)

1.6.0. Teaching practice

1.6.1. Quality (methods, supervisor, individual attention and help)

1.6.2. Quantity (time is sufficient, convenient)

1.7.0. Contact with staff

1.7.1. Nature (one-to-one, close, effective, helpful ,face-to-face)

1.7.2. Mode (telephone, written, meetings after day schools, tutorials and other)

1.7.3. Opportunity and availability (always at the end of the phone, more time)

1.7.4. Personal qualities (helpful, experienced, qualified, well-prepared)

1.8.0. Contact with fellow students

1.8.1. Nature (small groups, self-help groups, face-to-face meetings)

1.8.2. Mode (telephone, written, after day schools, at schools, week ends)

1.8.3. Opportunity (encouragement, more opportunity, availability)

1.9.0. Support and other-in general

Proper instruction, guidance and counselling , more facilities for learning, sympathetic hearing, confidence building, understandable)

2.0. External

2.1.0. Financial help (sufficient grant, better salary, travelling, subsistence)

2.2.0. Work environment

2.2.1. Time off to study, duty leave

2.2.2. Help with studies (head teacher and other teachers)

2.2.3. Other (increase awareness, facilities and organization)

2.3.0. Other support (library, accommodation, child care)

2.4.0. Increase other awareness

3.0. Other

3.1.0. Nothing /happy with the support

3.2.0. Don't know

Appendix 7
Figure 4

Category description

Category 4 : Additional support needed from the institution

1.0. Internal

1.1.0. Management

- 1.1.1. Management- institution (organization, regional centres, communication, co-ordination, link with other institutions)
- 1.1.2. Management-course (organization, planning, scheduling)

1.2.0. Tutorials/ day schools/ summer schools

- 1.2.1. Quality (individual attention, small group discussion, relevance, orientation, tutor's quality)
- 1.2.2. Quantity (sufficient, convenient)
- 1.2.3. Other (systematic procedure, local tutorials, scheduling)

1.3.0. Material

- 1.3.1. General (quality, relevance)
- 1.3.2. Specific areas (principles of education of education, sociology of education)
- 1.3.3. Style and variety (user friendly, different media (audio, video)
- 1.3.4. Other (size and distribution)

1.4.0. Assignments and projects

- 1.4.1. Feedback (useful, constructive, encouraging)
- 1.4.2. Nature (practical, relevant, stimulating)
- 1.4.3. Scheduling (turn round time, flexibility)
- 1.4.4. other (number, model answers, marking scheme, essay writing)

1.5.0. Mode of study

- 1.5.1. Mode fits job (as a teacher or other)
- 1.5.2. Mode fits my life style (flexible, convenient, self-study, easy to adapt)
- 1.5.3. other (distance, good communication system)

1.6.0. Teaching practice

- 1.6.1. Quality (methods, supervisor, individual attention and help)
- 1.6.2. Quantity (time is sufficient, convenient)

1.7.0. Contact with staff

1.7.1. Nature (one-to-one, close, effective, helpful ,face-to-face)

1.7.2. Mode (telephone, written, meetings after day schools, tutorials and other)

1.7.3. Opportunity and availability (always at the end of the phone, more time)

1.7.4. Personal qualities (helpful, experienced, qualified, well-prepared)

1.8.0. Contact with fellow students

1.8.1. Nature (small groups, self-help groups, face-to-face meetings)

1.8.2. Mode (telephone, written, after day schools, at schools, week ends)

1.8.3. Opportunity (encouragement, more opportunity, availability)

1.9.0. Support and other-in general

Proper instruction, guidance and counselling , more facilities for learning, sympathetic hearing, confidence building, understandable)

2.0. External

2.1.0. Financial help (sufficient grant, better salary, travelling, subsistence)

2.2.0. Work environment

2.2.1. Time off to study, duty leave

2.2.2. Help with studies (head teacher and other teachers)

2.2.3. Other (increase awareness, facilities and organization)

2.3.0. Other support (library, accommodation, child care)

2.4.0. Increase other awareness

3.0. Other

3.1.0. Nothing /happy with the support

3.2.0. Don't know

Appendix 7

Figure 5

Category description

Category 5- The main problem which has hindered teachers continuation and progress in the programme

1.0 Internal (course related)

1.1.0. Management

- 1.1.1. Institution (regional structure, inefficiency, lack of co-ordination)
- 1.1.2. Course (no proper organization, systematic procedure, work load is not even)

1.2.0. Tutorials, day schools, lectures, summer schools

- 1.2.1. Quality (very formal, not close, not useful, not relevant)
- 1.2.2. Quantity (not sufficient, not enough opportunities)
- 1.2.3. Other (no facilities in regional centres for tutorials, no day school close by)

1.3.0. Material

- 1.3.1. General (low quality, out dated, too complicated)
- 1.3.2. Specific areas (different modules, unavailability of reference materials, subjects)
- 1.3.3. Style and variety (not user friendly, no illustrations, depend only on print)
- 1.3.4. Other (size, not attractive)

1.4.0. Assignments and exams

- 1.4.1. Feedback (not very useful, less constructive, provide only marks)
- 1.4.2. Nature (less practical, not relevant, not challenging)
- 1.4.3. Scheduling (high turn round time , no systematic procedure, dead lines)
- 1.4.4. Lack of guidance (provide no opportunities for discussions, no proper guide lines)

1.5.0. Mode of study

1.5.1. Does not fit my job (i.e. as a teacher , house wife etc)

1.5.2. Does not fit my life style (not flexible, difficult to meet dead lines, self-study)

1.5.3. Other (distance, lack of communication)

1.6.0. Teaching practice

1.6.1. Quality (supervision techniques, supervisor's personal qualities, lack of individual help)

1.6.2. Quantity (time not sufficient, over-lappings)

1.6.3. Other (no proper organization, difficulty in finding schools, selecting subjects)

1.7.0. Contact with staff

1.7.1. Nature (not very close, no individual contact)

1.7.2. Mode (e.g. telephone contact expensive, not available, delay in getting help)

1.7.3. Opportunity and availability (lack of opportunity, tutor is not at the phone)

1.7.4. Personal qualities (not willing to help, not friendly, less qualified)

1.8.0. Contact with fellow students

1.8.1. Nature (not close, not useful)

1.8.2. Mode (telephone is expensive, difficult to use other modes)

1.8.3. Opportunity (less opportunities, no formal arrangements)

1.9.0. Student support in general

(do not understand our problems, no personal support and advice)

2.0. External

2.1.0. Family commitments (children, spouse, elder relatives)

2.2.0. Work commitments

2.2.1. Work load ((heavy, no free time for studies, difficult to get duty leave)

2.2.2. Over-lappings (with work schedules, other school activities)

2.2.3. Help with studies (head teacher, colleagues are not supportive

2.2.4. Other (change in the job, transfers, no facilities in schools, administrative problems)

2.3.0. Both family and work

2.4.0. Lack of time

2.5.0. Financial and other difficulties

2.5.1. Difficult to travel

2.5.2. Need to earn money

2.5.3. Lack of library facilities

2.5.4. LEA and other influences

2.6.0. Other

3.0. Self

3.1.0. Personality factors (lack of motivation, poor personal organization, lack of self-discipline)

3.2.0. Ill health and other disabilities (blindness

4.0. None

Appendix 8

List of the variables used in the data analyses

<u>Variable</u>	<u>Variable label</u>	
v02N	Sample	
v03A	Age	
v04	Sex	
v05A	Level of education	
v07B	Years in teaching	
v08A	Involvement in teaching	
v10A	Type of household	
v11A	Number of children living with self	
v12	Partners' job	
v14	Start year	
v15	Start month	
v16R	Sponsorship	
v17	Reasons for studying	
v18A	Hours spent on studies	
v19	Place to study	
v20B	Scheduling of studies	
v28	Meetings with fellow students	
v29A1	Contact with tutor	
v29BC	Meetings with tutor outside tutorials	
v29DEF	Distance contact with tutor	
v30A	Chance to voice interests to tutor	
v34	Anticipated outcomes	
v35	Study goals	
v36*	Family responsibilities (not a problem)	
v37	Family support	
v38*	Partners co-operation (understanding)	
v39	Head teachers support	
v40*	School workload 1 (not heavy)	
v41	Colleagues' help	
v42	Experience in teaching	
v43*	No worries about finance	
v44*	School workload 2 (no extra time needed for studies)	
v45	Nature of assignments (challenging)	
v46*	Feed back on assignments 1 (sufficient)	<i>continued</i>

Appendices

v47	Feedback on assignments 1 (useful)
v48	Emphasis on practical aspects
v49	Time given for Teaching Practice
v50	Training while teaching 1 (useful)
v51*	Training while teaching 2 (convenient)
v52	Relevance of course to professional needs
v53*	Reasonable workload
v54	Study material 1 (combine theory with practice)
v55*	Study material 2 (not difficult)
v56*	Satisfied with study methods
v57	Academic experience in the course
v58*	Contact with tutor 1 (sufficient opportunities)
v59*	Contact with tutor 2 (improve confidence)
v60*	Contact with tutor 3 (impact on progress)
v61	Confident about studying alone
v62*	Studying alone not useful
v63*	Prefer group discussions to lectures
v64	Discussions with others
v65	Contact with fellow students 1 (relationships)
v66	Contact with fellow students 2 (impact on progress)
v67	Head teachers involvement
v68*	Don't feel isolated
v69*	<u>Satisfaction with progress</u>
v70A	<u>Course give skills</u>
v71	Support from institution 1
v72A	<u>Confident about passing</u>
v73	Important to pass
v74	Support from institution 2
v75A	<u>Satisfaction with the course</u>
v76	Contact with school supervisor 1 (importance)
v77	Contact with school supervisor 2 (satisfaction)
v78	Contact with school supervisor 3 (impact on progress)
v79	The feature contributes most
v80	The feature contributes least
v81	The most important kind of support given
v82	Additional support needed
v83	Main problem

v84	Suggested solutions
v85	OUSL administration
v86	Services provided by the Education Unit of the OUSL
v87	Instructional procedure
v88	Supervision for TP
v89	Assignments

*indicates the reversed statements and underlined are the dependent variables.

Factor variables formed using factor analysis

<u>Variable:</u>	<u>variable label</u>
FS1A	High transfer to practice (v48, v52, v57, v54, v47,v45)
FS2A	Good contact with tutor (v58, v59, v60)
FS3A	Workload, level and study methods suits(v53, v55, v56,v 68)
FS4A	Good contact with fellow students (v66 ,v65 ,v62)
FS5A	Feels confident, supported by colleagues and previous experience (v64 ,v41 ,v42 ,v39 ,v61)
FS6A	School workload (v40, v44)
FS7A	Good family support (v38, v36, v37)
FS8A	Training while teaching (v51, v50)
FS9A	Good support from university/college (v71, v74) { Used only in OUSL regressions if necessary}

Appendix 9

Table 1

Results for Principal Component Analyses - OVERALL sample

Final statistics:

variable	Communi- -nality	factor	eigenvalue	pct. of var	Cum pct
v36	.48119	1	4.03	14.4	14.4
v37	.65999	2	3.13	11.2	25.6
v38	.49483	3	1.99	7.1	32.7
v39	.43171	4	1.43	5.1	37.8
v40	.58337	5	1.35	4.8	42.6
v41	.47923	6	1.18	4.2	46.8
v42	.46193	7	1.07	3.9	50.7
v44	.49772	8	1.02	3.7	54.4
v45	.42607				
v47	.40192				
v48	.58807				
v50	.49794				
v51	.57147				
v52	.55286				
v53	.59953				
v54	.56846				
v55	.57300				
v56	.53117				
v57	.53224				
v58	.67661				
v59	.64750				
v60	.65481				
v61	.48430				
v62	.40436				
v64	.51475				
v65	.73733				
v66	.78530				
v68	.38395				

Varimax rotation

Missing values were treated by pair-wise deletion

Appendix 9
Table 2

Results for Principal Component Analyses - OUSL sample

Final statistics

variable	Communi- -nality	factor	eigenvalue	pct of var	Cum Pct
v36	.49717	1	4.34	14.5	14.5
v37	.57624	2	2.73	9.1	23.6
v38	.63684	3	1.74	5.8	29.4
v39	.45945	4	1.52	5.1	34.4
v40	.61903	5	1.39	4.6	39.1
v41	.52019	6	1.21	4.0	43.1
v42	.46406	7	1.19	4.0	47.1
v44	.58566	8	1.08	3.6	50.7
v45	.45013				
v47	.44685				
v48	.43875				
v50	.47770				
v51	.53287				
v52	.53633				
v53	.56710				
v54	.52639				
v55	.68792				
v56	.45953				
v57	.57605				
v58	.60541				
v59	.66720				
v60	.53490				
v61	.51707				
v62	.54113				
v64	.51841				
v65	.60716				
v66	.69581				
v68	.42520				

Varimax rotation

Missing values were treated by pair-wise deletion

Appendix 9

Table 3

Results for Principal Component Analyses - OUUK sample

Final statistics:

variable	Communi- -nality	factor	eigenvalue	pct. of of var	Cum Pct
v36	.52069	1	4.81	17.2	17.2
v37	.70113	2	2.59	9.2	26.4
v38	.63090	3	1.92	6.9	33.3
v39	.47945	4	1.78	6.4	39.6
v40	.53132	5	1.54	5.5	45.2
v41	.57669	6	1.49	5.3	50.5
v42	.41351	7	1.31	4.7	55.2
v44	.52107	8	1.18	4.2	59.4
v45	.53645				
v47	.41221				
v48	.72680				
v50	.60349				
v51	.65666				
v52	.59886				
v53	.53498				
v54	.69410				
v55	.60630				
v56	.55122				
v57	.47888				
v58	.70761				
v59	.68324				
v60	.73014				
v61	.60202				
v62	.57084				
v64	.50078				
v65	.78681				
v66	.77038				
v68	.50521				

Varimax rotation

Missing values were treated by pair-wise deletion

Appendix 10
Table 1

Rotated Factor Matrix- OVERALL sample
After discarding factor loadings lower than .30

Variable	Factor1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
v48	73							
v52	70							
v57	68							
v54	65							
v47	57							
v45	45							
v59		78						
v58		78						
v60		76						
v53			69					
v55			69					
v56			68					
v68		35	45					
v66				86				
v65				83				
v62				45				
v64					64			
v41					58			
v42					58			
v39					47			35
v61			31		36			31
v40			31			73		
v44						59		
v37								72
v38								62
v36						47		49
v51								64
v50								55

Appendix 10
Table 2

Rotated Factor Matrix- OUSL sample
After discarding factor loadings lower than .30

Variable	Factor1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
v57	.71							
v52	.68							
v48	.62							
v47	.62							
v50	.54							
v45	.53							
v54	.51							
v59		.79						
v58		.76						
v60		.64						
v55			.79					
v53			.65					
v56			.56					
v66				.78				
v65				.73				
v41					.61			
v42					.56			
v64					.54			
v61					.51	.34		
v39					.43		.38	
v40						.75		
v44						.69		
v38							.78	
v36							.62	
v37							.45	.41
v51						.36		.60
v68			.30					.50

Appendix 10
Table 3

Rotated factor matrix- OUUK sample
After discarding factor loadings lower than .30

Variable	Factor1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
v48	.83							
v54	.79							
v52	.66				.31			
v57	.55				.30			
v47	.42							
v55		.69						
v61		.65						
v56		.62			.34			
v68		.61	.31					
v53		.53				.36		
v58			.81					
v59			.80					
v60			.75					
v65				.86				
v66				.84				
v62				.64				
v41					.70			
v39					.56			
v42					.51			
v45	.38				.50			.32
v36						.64		
v40		.31				.64		
v44		.45				.49		
v51							.73	
v50						-.34	.66	
v64		.34					.48	
v37								.82
v38								.68

Appendix 11

Table 1

Student views of their course: frequencies distributions for OVERALL, OUSL, OUUK and PGCE student populations

Q:What feature in your course contributes most to your professional development ? i.e. as a teacher

Category	OVERALL	OUSL	OUUK	PGCE
1. General comments	80 (9.6%)	25 (4.4%)	44 (21.5%)	11(19.3%)
1.1.0. Management	6 (0.7%)	1(0.2%)	4 (2.0%)	1 (1.8%)
1.2.0. Student support	9 (1.1%)	8(1.4%)	1 (0.5%)	
1.3.0. Course structure (practical nature)*	65 (7.8%)	16 (2.8%)	39 (18.6%)	10 (17.5%)
2. Course related*	652 (78.5%)	493 (87.4%)	120 (57.4%)	39 (68.4%)
2.1.0. Substantive content	274 (33.0%)	193 (34.2%)	70 (33.5%)	11 (19.2%)
(pofessional skills)*	(82 (9.9%)	38 (6.7%)	36 (17.2%)	8 (14.0%)
2.2.0. Course component	369 (44.4%)	298 (52.8%)	46 (22.0%)	25 (43.8%)
(Teaching practice)*	(282(34.0)	258(45.7%)		20 (35.1%)
2.3.0. Contact with people	9 (1.1%)	2 (0.4%)	4 (1.9%)	3 (5.3%)
3. Mode of study	13 (1.6%)	1 (0.2%)	12 (5.7%)	
3.1.0. Task fits job	8 (0.9%)		8 (3.8%)	
3.2.0. Mode fits lifestyle	5 (0.6%)	1 (0.2%)	4 (1.9%)	
4. Other	22 (2.7%)	12 (2.1%)	7 (3.3%)	3 (5.3%)
4.1.0. All are important	16 (1.9%)	11(2.0%)	3 (1.4%)	2 (3.5%)
4.2.0. None	2(0.2%)		1 (0.5%)	1 (1.8%)
4.3.0. Other(future goals)	4 (0.4%)	1 (0.2%)	3 (1.4%)	
Responded	767	531	183	53
Missing	63 (7.6%)	33 (5.9%)	26 (12.4%)	4 (7.0%)
Total	830	564	209	57

*Figure 1 (Appendix 12) gives details of sub categories of course-related comments and their percentages

* This indicates further subcategories, graphical presentation of the OVERALL sample can be found in Appendix 12 Figure 1

Appendix 11

Table 2

Student views of their course : frequencies distributions for OVERALL, OUSL, OUUK and PGCE student populations

Q: What feature in your course contributes least to your professional development ? i.e. as a teacher

Category	OVERALL	OUSL	OUUK	PGCE
1.0. General approach	56 (6.7%)	32 (5.7%)	14 (6.7%)	10 (17.5%)
1.1.0. Management	12 (1.4%)	6 (1.1%)	2 (1.0%)	4 (7.0%)
1.2.0. Student support	19 (2.3%)	16 (2.8%)	1 (0.5%)	2 (3.5%)
1.3.0. Course structure	25 (3.0%)	10 (1.8%)	11 (5.3%)	4 (7.0%)
2.0. Course related*	298(36.0%)	194(34.4%)	78 (37.3%)	26 (45.6%)
2.1.0. Substantive content	140(16.9%)	107(19.0%)	21(10.0%)	12(21.1%)
2.2.0. Course component	142(17.1%)	82(14.5%)	48(23.0%)	12(21.1%)
2.3.0. Contact with people	16 (2.0%)	5 (0.8%)	9 (4.3%)	2 (3.6%)
3.0. Mode of study	29 (3.5%)	8 (1.4 %)	18 (8.6%)	3 (5.3%)
3.1.0. Task doesn't fit job	4 (0.5%)	2 (0.2%)	3 (1.4%)	
3.2.0. Mode doesn't fit life style	19 (2.3%)	4 (0.7%)	13 (6.2%)	2 (3.5%)
3.3.0. Other	6 (0.7%)	2 (0.2%)	2 (1.0%)	1 (1.8)
4.0. Other	125 (15.1%)	91(16.1%)	26 (12.4%)	8 (14.1%)
4.1.0.All important	117(14.2%)	87(15.4%)	23 (11.0%)	7 (12.3%)
4.2.0.Other	8 (0.9%)	4 (0.7%)	3 (1.4%)	1 (1.8%)
Responded	508	325	136	47
Missing	322(38.7%)	239(42.4%)	73(34.9%)	10(17.5%)
Total	830	564	209	57

* Figure 2 (Appendix 12) gives details of sub categories of course-related comments and their percentages

continued

Appendix 11

Table 3

Student views of their course : frequencies distributions for OVERALL, OUSL, OUUK and PGCE student populations

O: Please identify the most important kind of support given ? (support from institution)

Category	OVERALL	OUSL	OUUK	PGCE
1.0. Internal support*	538(64.8%)	329(58.3%)	166(79.4%)	43(75.4%)
1.1.0.Course management	9 (1.1%)	6 (1.1%)	2 (6.7%)	1 (1.8%)
1.2.0.Face-to-face (tutorials, day schools)	181(21.8%)	142(25.2%)	32(15.3%)	7 (12.3%)
1.3.0.Material	65 (7.8%)	42 (7.4%)	22(10.5%)	1 (1.8%)
1.4.0.Assignments projects/exam	68 (8.2%)	37 (6.7%)	29(13.9%)	2 (3.5%)
1.5.0.Mode of study	30(3.6%)	26 (4.6%)	1 (0.5%)	3 (5.3%)
1.6.0.Teaching practice	34 (4.1%)	31 (5.5%)		3 (5.3%)
1.7.0.Contact with staff	98(11.8%)	13 (2.3%)	71(34.0%)	14(24.7%)
1.8.0.Contact with fellow students	12 (1.4%)	2 (0.4%)	4 (2.0%)	6 (10.5%)
1.9.0. Support in general	41 (4.9%)	30 (5.3%)	5 (2.4%)	6 (10.5%)
2.0. External support	17(2.0%)	7(1.2%)	8(3.8%)	2 (3.5%)
2.1.0.Financial	6 (0.7%)	3 (0.5%)	3 (1.4%)	
2.2.0. Supportive work environment	9 (1.1%)	3 (0.5%)	5 (2.4%)	1 (1.8%)
2.3.0. Other	2 (0.2%)	1 (0.2%)		1 (1.8%)
3.0. Other	7(0.8%)	4(0.7%)	2(1.0%)	1(1.8%)
Responded	562	340	176	46
Missing	268(32.2%)	224(39.7%)	33(15.8%)	11(19.3%)
Total	830	564	209	57

*Figure 3 (Appendix 12) gives details of sub categories of course-related comments and their percentages

continued

Appendix 11

Table 4

Student views of their course : frequencies distributions for OVERALL, OUSL, OUUK and PGCE student populations

Q: What additional support from your institution would have helped you studying more effectively

Category	OVERALL	OUSL	OUUK	PGCE
1.0. Internal support*	366(44.1%)	238(42.2%)	101(48.3%)	27(47.4%)
1.1.0. Course management	32 (3.9%)	20 (3.5%)	8 (3.8%)	4 (7.0%)
1.2.0. Face-to-face (tutorials, day schools)	122(14.7%)	83(14.7%)	34(16.3%)	5 (8.8%)
1.3.0. Material	17 (2.1%)	12 (2.2%)	5 (2.5%)	
1.4.0. Assignments projects/exam	38 (4.6%)	26 (4.6%)	10 (4.8%)	2 (3.6%)
1.5.0. Mode of study	14 (1.7%)	7 (1.2%)	6 (2.8%)	1 (1.8%)
1.6.0. Teaching practice	22 (2.7%)	17 (3.0%)	2 (1.0%)	3 (5.3%)
1.7.0. Contact with staff	65 (7.8%)	39 (6.9%)	20 (9.6%)	6 (10.5%)
1.8.0. Contact with fellow students	13 (1.5%)	4 (0.7%)	8 (3.8%)	1 (1.8%)
1.9.0. Support in general	43 (5.1%)	30 (5.3%)	8 (3.8%)	5 (8.8%)
2.0. External support	101(12.2%)	50 (8.9%)	38 (18.1%)	13 (22.8%)
2.1.0. Financial		4 (0.4%)	2 (0.4%)	2 (1.0%)
2.2.0. Supportive work environment	60 (7.2%)	33 (5.9%)	20 (9.6%)	7 (12.3%)
2.3.0. Other 6 (10.5%)	37 (4.5%)	15 (1.8%)	16 (7.7%)	
3.0. Other	38 (4.5%)	25 (4.4%)	10 (4.8%)	3 (5.3%)
Responded	505	313	149	43
Missing	325(39.1%)	251(44.5%)	60(28.7%)	14(24.6%)
Total	830	564	209	57

*Figure 4 (Appendix 12) gives details of sub categories of course-related comments and their percentages

continued

Appendix 11
Table 5

Student views of their course : frequencies distributions for OVERALL, OUSL, OUUK and PGCE student populations

O: Describe the main problem which has hindered your continuation and progress most often.

Category	OVERALL	OUSL	OUUK	PGCE
1.0. Internal to course*	207(24.9%)	168(29.8%)	32(15.3%)	7(12.3%)
1.1.0. Management of course/institution	35 (4.2%)	26 (4.6%)	7 (3.3%)	2(3.5%)
1.2.0.Face-to-face (tutorials,day-schools)	34 (4.1%)	29 (5.1%)	3 (1.4%)	2 (3.5%)
1.3.0. Material	18 (2.2%)	16 (2.7%)	2 (1.0%)	
1.4.0. Assignments projects/exam	14 (1.7%)	10 (1.8%)	2 (1.0%)	2 (3.5%)
1.5.0. Mode of study	34 (4.1%)	27 (4.8%)	7 (3.3%)	
1.6.0. Teaching practice	4 (0.4%)	4 (0.7%)		
1.7.0. Contact with staff	45 (5.4%)	40 (7.1%)	5 (2.4%)	
1.8.0. Contact with fellow students	13 (1.6%)	8 (1.4%)	5 (2.4%)	
1.9.0. Support in general	10 (1.2%)	8 (1.4%)	1 (0.5%)	1 (1.8%)
2.0. External to course	484(58.3%)	314(55.7%)	139(66.5%)	31(54.4%)
2.1.0.Family commitments	94 (11.3%)	55 (9.8%)	27 (12.9%)	12 (21.1%)
2.2.0.Work commitments	152 (18.3%)	94 (16.8%)	51 (24.4%)	7 (12.3%)
2.3.0.Both family & work	15 (1.8%)	14 (2.5%)	1 (0.5%)	
2.4.0.Lack of time	166 (20.0%)	105 (18.6%)	51 (24.4%)	10 (17.5%)
2.5.0.Financial/ Travelling	27 (3.3%)	21 (3.9%)	4 (2.0 %)	2 (3.5%)
2.6.0. LEA and other	30 (3.6%)	25 (4.3%)	5 (2.4 %)	
3.0. Self	32(3.9%)	18(3.2%)	11(5.3%)	3(5.3%)
3.1.0.Personality factors	23 (2.8%)	11 (2.0%)	10 (4.8%)	2 (3.5%)
3.2.0.Illhealth	9 (1.1%)	7 (1.2%)	1 (0.4%)	1 (1.8%)
4.0. Nothing	37(4.5%)	23(4.1%)	9(4.3%)	5(8.8%)
Responded	760	523	191	46
Missing	70 (8.4%)	41 (7.3%)	18 (8.6%)	11 (19.3%)
Total	830	564	209	57

*Figure 5 (Appendix 12) gives details of sub categories of course-related comments and their percentages

continued

Appendix 11

Table 6

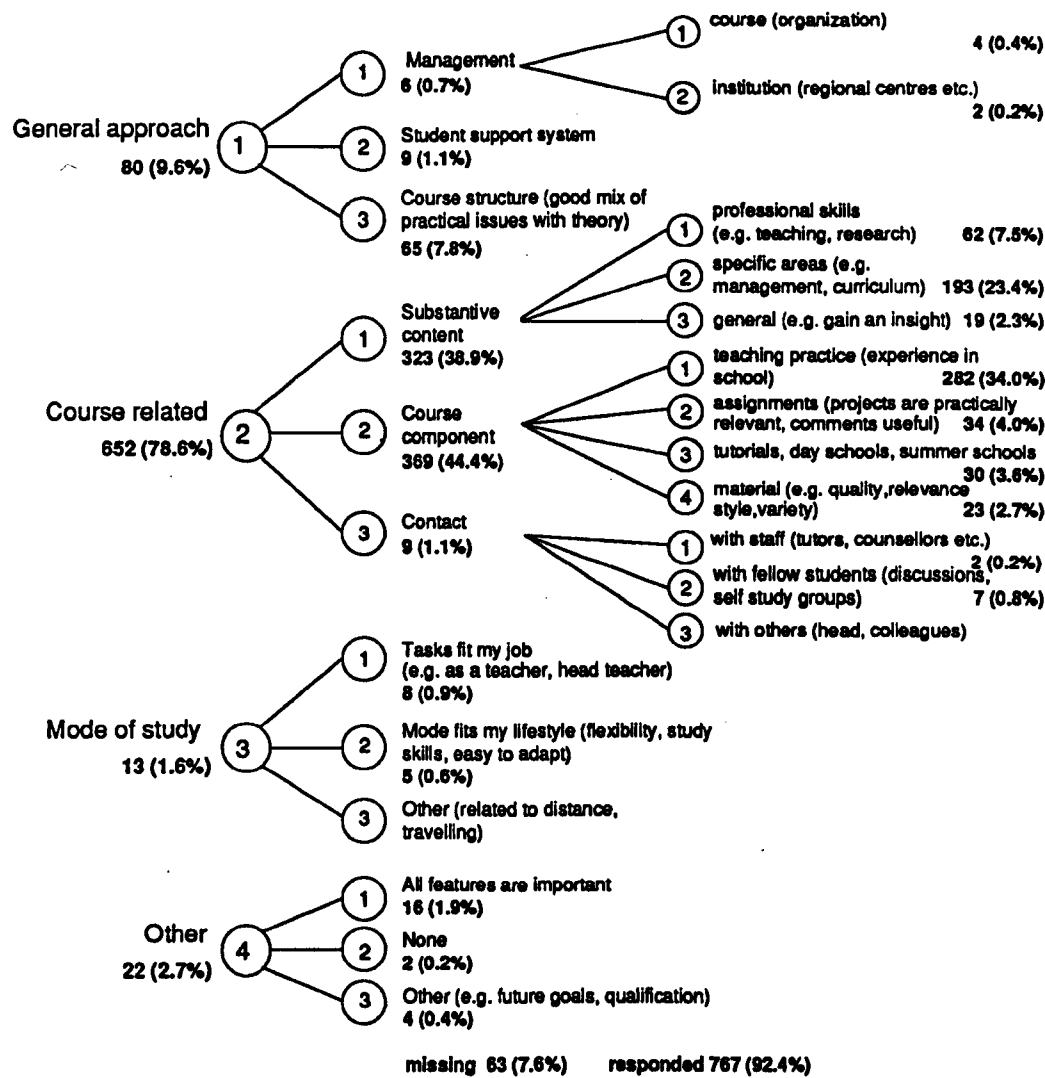
Student views of their course : frequencies distributions for, OUSL, OUUK and PGCE student populations

Q: Identify the most important outcome that you anticipate as a result of gaining your certificate?

Anticipated outcome	OUSL		OUUK		PGCE	
	No.of st:	%	No.of st:	%	No.of st	%
1.0. Job prospects	119	21.1	55	26.4	33	57.9
1.1. Find a job	1	0.2	6	2.9	18	31.5
1.2. Promotion	21	3.7	38	18.2	3	5.3
1.3. better salary	93	16.5			6	10.6
1.4. higher status	1	0.2	2	1.0	2	3.5
1.5. Other job pros:	3	0.5	9	4.3	4	7.0
2.0. Professional development	360	63.8	70	33.5	16	28.1
2.1.teaching skills	350	62.0	35	16.7	9	15.8
2.2.Characteristics			25	12.0	5	8.8
2.3. Subject knowledge	10	1.8	10	4.8	2	3.5
3.0. Personal	44	7.8	64	30.7	6	10.6
3.1. Satisfaction	3	0.5	44	21.1	3	5.3
3.2. Recognition			1	0.5	2	3.5
3.3. Higher qualifi:	18	3.2	5	2.4	1	1.8
3.4. Higher studies	23	4.1	14	6.7		
4.0. Other	3	1.5				
Responded	523	92.7	192	91.9	55	96.5
Missing	41	7.3	17	8.1	2	3.5

Appendix 12

Student views of their course : frequencies distributions for OVERALL sample

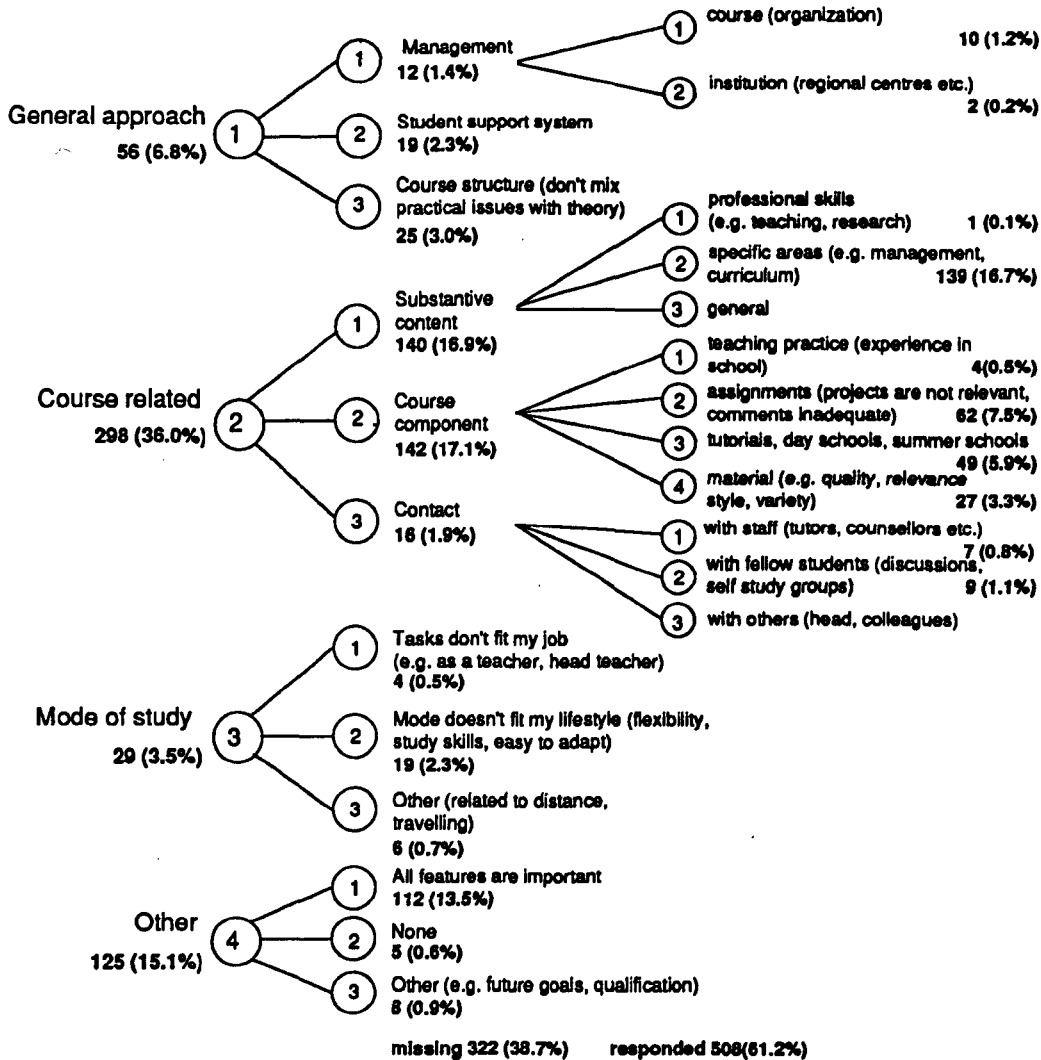


The feature contributing most to teachers professional development
Figure 1

Key	
111	(1= main , 1= sub , 1= further)
112	(1= main , 1= sub , 2= further)
113	(1= main , 1= sub , 3= further)
121	(1= main , 2= sub , 1= further)
122	(1= main , 2= sub , 2= further)
130	(1= main , 3= sub , 0= no further)

Appendix 12

Student views of their course : frequencies distributions for OVERALL sample



The feature contributing least to teachers professional development

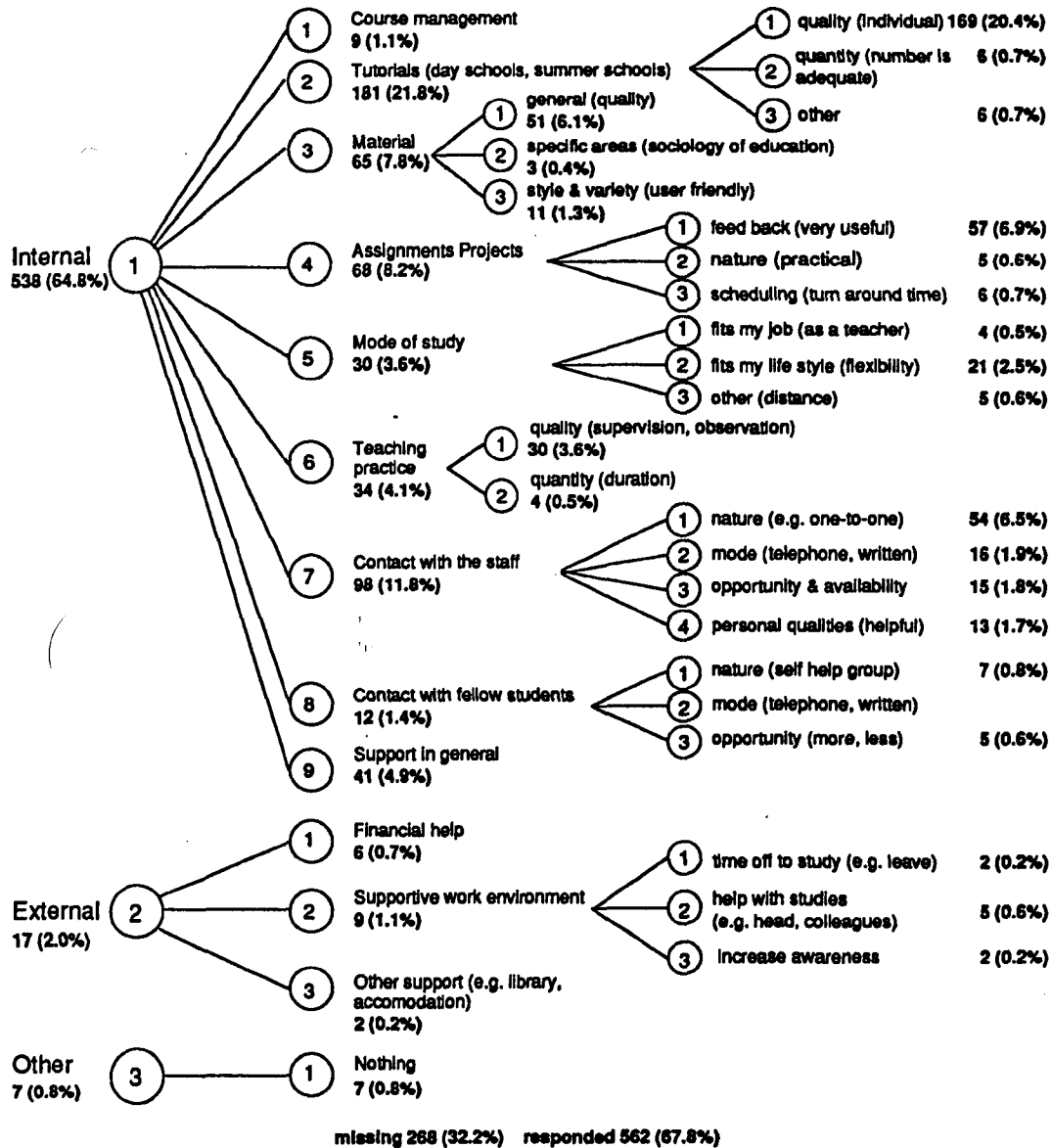
Figure 2

Key

111	(1= main , 1= sub , 1= further)
112	(1= main , 1= sub , 2= further)
113	(1= main , 1= sub , 3= further)
121	(1= main , 2= sub , 1= further)
122	(1= main , 2= sub , 2= further)
130	(1= main , 3= sub , 0= no further)

Appendix 12

Student views of their course : frequencies distributions for OVERALL sample

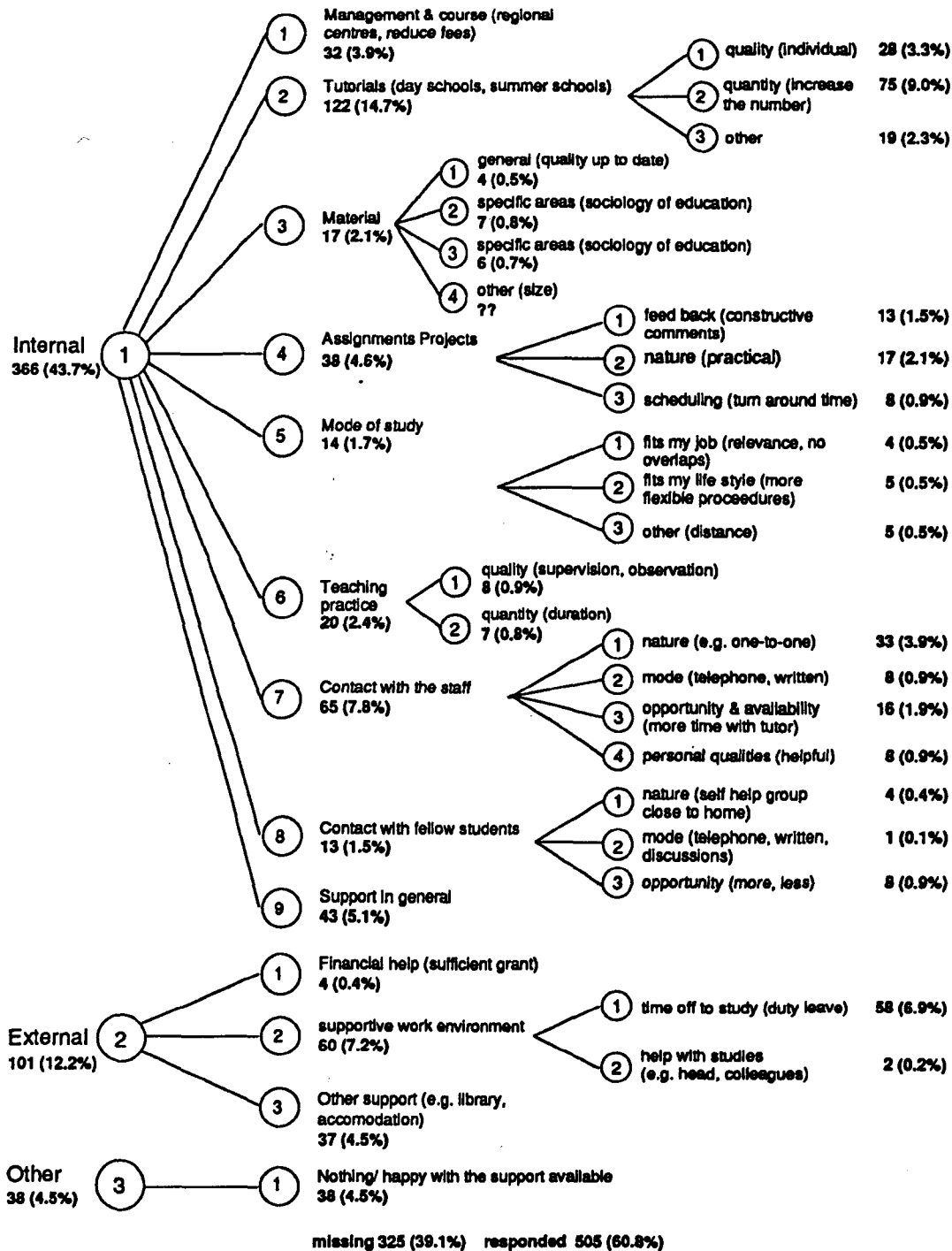


The most important kind of support given

Figure 3

Appendix 12

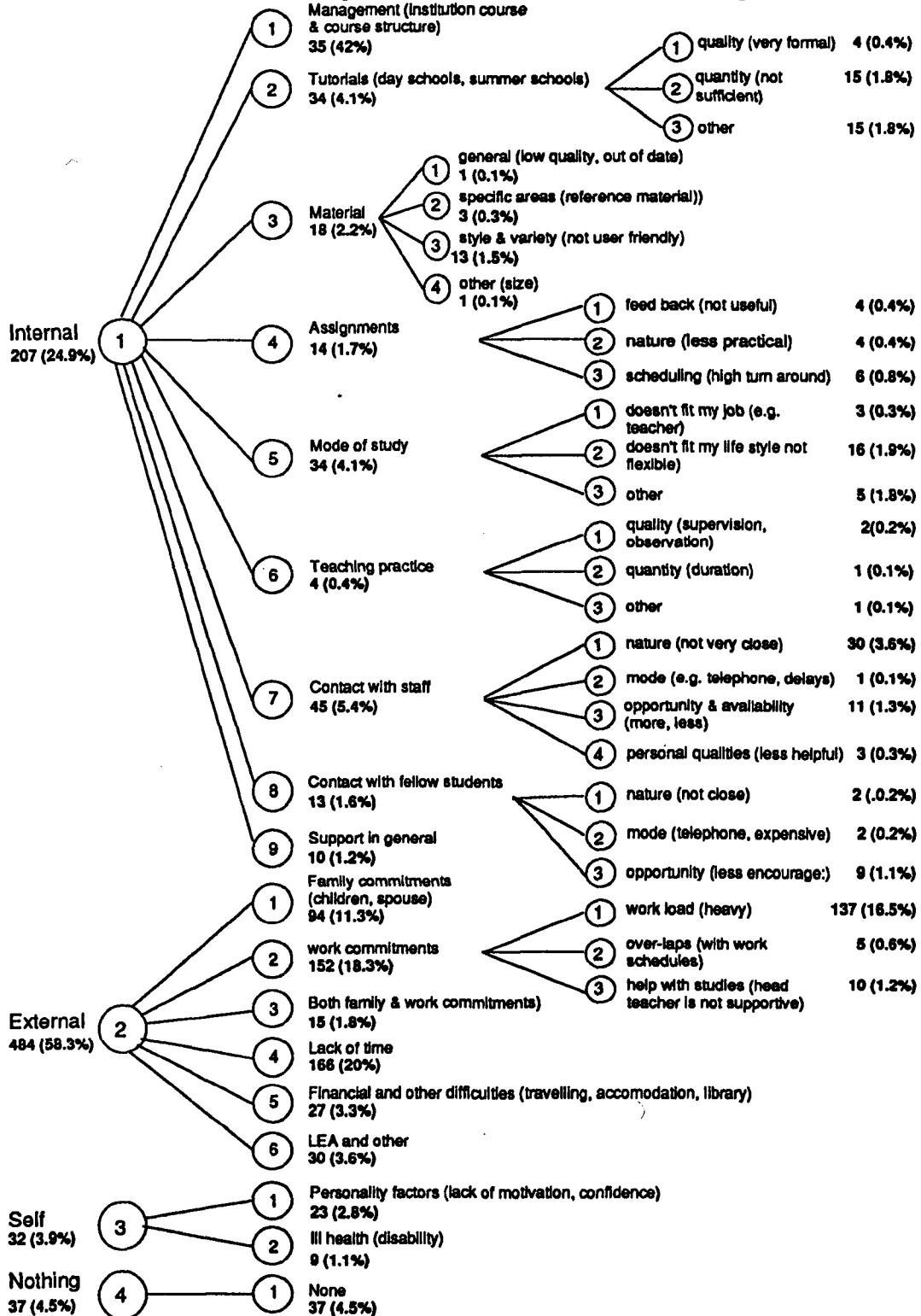
Student views of their course: Frequencies distributions for OVERALL sample



Additional support needed from the institution
Figure 4

Appendix 12

Student views of their course : frequencies distributions for OVERALL sample



The main problem which had hindered teachers continuation and progress in the programme

Figure 5

Appendix 13

Student support, counselling and assessment systems in teacher education programmes observed: tutor comments

Support system Q. Please describe briefly the support system (personal /academic) available for students.	Counselling Q. Please identify the areas that counsellors are responsible	Assessment system Q. Describe briefly the assessment system of the course
OUUK		
<ul style="list-style-type: none"> * Face to face tutorials -varies (additional tutorials negotiable) * Day schools and revision (6 hours) * Telephone/written correspondence * Regional support wherever appropriate * Counselling service both from tutor and counsellor 	<ul style="list-style-type: none"> * To maintain contact with tutor * To offer help with study skills, essay writing, exam * To encourage the formation of self-help groups * To monitor progress * To respond to students questions by phone or letter 	<ul style="list-style-type: none"> * Continuous assessments (mostly project based) * Written examination
OUSL		
<ul style="list-style-type: none"> * Discussions and lectures at day schools 8 for the course (6x8) * Small group meetings with tutor 4 days per year (2x4) * Master teacher for school practice (five visits to school) 	<ul style="list-style-type: none"> * Counsellors are not available but students can contact (mostly by letter) their regional centre or main office if they have problems 	<ul style="list-style-type: none"> * Continuous assessment * Written examination * Assessment of teaching practice by a master teacher and an university lecturer
PGCE**		
<ul style="list-style-type: none"> * Personal tutor at the institution to discuss study matters as well as personal difficulties- either in tutorials or personal meetings * Tutor (associate/mentor/teacher) for school practice Some institutions provide access to tutor by phone or letter 	<ul style="list-style-type: none"> * To monitor academic progress and school experience * Link with school tutors (associate/mentor) * To offer help with necessary skills 	<ul style="list-style-type: none"> * Continuous assessment * Assessment of teaching practice by a school tutor and a senior tutor

** Six institutions involved in the research. Indicated are the common characteristics observed.

Appendix 13 ((continued))

Looking at students and courses from the tutors' point of view- Tutor comments from the Teacher Education questionnaire II

The feature contributes most to students' professional development	Two main problems students discussed	The most helpful action taken by the institution	Reasons for discontinuing the course	Suggestions for a good student support
tutor (1) (has 4 years of service) All contributes but school practice aids development	1. Great deal of course work assessment 2. Financial problems	One day in college enabling contact with tutor and and other students	1. Family problems 2. Financial problems	1. Research evidence of effective teaching and methods 2. Opportunity for contact with schools
tutor (2) (has 2 years of service) Block school experience	1. Difficulty of understanding what the requirements are. 2. Lack of confidence about being able to cope with classroom activities.	Accessibility of staff and other students in decisions affecting the course and their progress	1. Change of employment 2. Unsuitability for teaching	1. Care for selection of schools in which to place students for school practice 2. Plenty of opportunity for students to be able to contact with tutor and other students
tutor (3) (has 2 years of service) School experience	1. Organizing study time 2. Organizing school practice	Having an excellent course secretary to respond to day-to-day problems	1. Workload is too heavy 2. Issues related to employment	1. Quick response system for problems that arise 2. Residential study-time so that networking can take place
tutor /counsellor (4) (10 years of service) Difficult to say depends on the student	1. Pressure of their 2. Difficulty in essay writing	Provision of the course which is well regarded by the students	1. Pressure of professional or family commitments	1. Close and obvious relevance to their future work.
tutor (5) (3 years of service) Attitudinal change accompanied by a psychological understanding of teaching- learning strategies	1. Lack of time for reading due to pressure of school work and domestic chores 2. Voluminous models	Counselling in small groups	1. Pressure of family life 2. Ill health	1. Make material more attractive and light 2. Eliminate final exam and replace with termly examinations

Appendix 13 (continued)

Looking at students and courses from the tutors' point of view-Tutor comments from the Teacher Education questionnaire 11

The feature contributes most to students professional development	Two main problems students discussed	The most helpful action taken by the institution	Reasons for discontinuing the course	Suggestions for a good student support
tutor (6) (3 years of service) Face- to -face contact	1. The manner that the test assignments are conducted 2. No constructive comments	Tutorial sessions	1.Family problems 2.They are overburdened in respective schools	Proper communication More contact, individual and guidance and counselling
tutor (7) (2 years of service) Discussions in day schools and tutorial;s	1. Teaching practice supervision by external supervisors 2. Lack of feedback on assignments	Many actions have been taken to improve the standard of assignments	1. No time to study 2. Distance study	Lectures should be discouraged Discussions workshops be Proper organization for TP
tutor (8) (4 years of service) Tutorial classes	1.Not enough face-to-face tutorials 2. Time taken to mark assignments	Tutorial classes	1. Personal problems related to family and illhelth	A new methodology to identify students problems Audio and video support
tutor (9) (10 years of service) Supervised practice teaching	1. Difficulty in finding time to attend day schools 2. Difficulty of concentrating what is studied	To provide for further sessions where students meet the tutor in small	1. Personal difficulties that make it difficult for students continue with their studies	Increase the number of contact sessions Encourage students to form self-help groups
tutor (10) (1 1/2 years of service) Teaching practice	1. Don't have adequate time to devote to their studies 2. Lack of library facilities	Day schools and tutorial sessions		More contact sessions Number of teaching practice hours should be increased

Appendix 13 (continued)

Looking at students and courses from the tutors' point of view -Tutor comments from the Teacher Education questionnaire II

The feature contributes most to students' professional development	Two main problems students discussed	The most helpful action taken by the institution	Reasons for discontinuing the course	Suggestions for a good student support
tutor (11) (17 years of service) Practical focus on educational issues	1.Difficulty in understanding lesson material 2.Organization of time	Freedom given to tutors and counsellors to take decisions in regions Many helpful booklets	1.Low marks in early TMAs 2.Domestic or work related pressures	1.The absolute necessity of tutorial/ counselling support 2.Regular meetings of students with or without tutor
tutor (12) (7 years of service) The whole course offer insight which will benefit the teacher	1.Insufficient time 2.Difficulty in writing	Exam techniques Tutorials with tutor	1.Insufficient time to do a proper job	1.Encourage self-help group
tutor (13) (4 years of service) Distance learning approach	1.Identifying a problem area within their institution 2.The general feeling of importance in determining their own direction	Re-writing the course as a new course	1.Problems of finance 2.Domestic reasons	1.Tutors with recent experience of a classroom situation 2.Utilization of student experience
tutor (14) (4 years of service) Relevance of content	1.Insufficient time to study 2.Meeting dead lines and schedules	An inbuilt responsiveness to change in the system as it occurs	1.Family commitments 2.Work commitments	1.The promotion of support within the group 2.Compulsory attendance at tutorials
tutor (15) (21 years) Some specific units	1.Meeting deadlines 2.Realising that psychology is multi-perspectival	Flexibility given to tutors/ Good coverage in units	1.Family illness 2.Pressure of work	1.A network of support like counsellors 2.A clear mechanism for contacting tutor

Appendix 14

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Demographics	Importance of the course	OU administration	Instructional procedure (day schools/tutorials)
Case 1 Principal 21 yrs service Graduate No training received. Married - Male	To understand child behaviour. To gain an insight into managerial problems in schools. Can see the direct relevance to day to day problems in classrooms.	No proper communication system. More facilities should be provided for regional centres	Lectures difficult to understand, no opportunities for discussions in small groups, difficult to maintain close relationship with tutors, they are not local tutors we meet them only at day schools. We are old people, difficult to concentrate.
Case 2 Asst: teacher 6 yrs service Graduate 3 weeks induction training received Single Female	We had only subject knowledge. We didn't know how to teach. Three weeks training wasn't enough. This course provides a broader view about teaching -learning strategies Our school children are very poor. I punished them when they didn't bring books but now I am trying to look at them in a sympathetic way	We need more facilities and support . Many don't know whom to contact if they have problems. A quick response system for student problems should be available. We want to know more about the OU.	Every subject is new to us therefore we want more tutorials in small groups. We hardly get a chance to discuss our problems at day schools. One lecturer can't respond to 75 or 80 students within an hour. Increase the number of tutorials and day schools.
Case 3 Asst teacher Science 10 yrs service Graduate No training received. Married Male	Course is very useful , provide a general knowledge. Nor special consideration about science teachers. Our situation is different from other teachers. More practical examples in science subjects should be provided.	I don't receive letters in time. High turn-round time also a problem Not flexible , a better organization for TP is needed. More flexible procedure for paying tuition fees is necessary. It is very difficult to find money within a short period of time.	Lectures are boring. Difficult to concentrate. We are not students . We are teachers. We have practical experience but no opportunity to relate them in a meaningful way. How to combine theory with practice should be the most important issue

Appendix 14 (continued)

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Demographics	Importance of the course	OU administration	Instructional procedure (day schools/tutorials)
Case 4 22 yrs service Training teacher Graduate Science Married Female	Use trial and error method to understand what works and what doesn't work. Many experienced teachers in our school criticise us but they don't want to help us. The course gives a better understanding about teaching	Good support system is important Send letters ,modules in time Reference material should be provided	Day schools are not well organized. We have so many other problems. Everybody is coming to day schools to get something out of it. I think it is a waste of time and money. Listening to lectures for six hours is very difficult. Small group discussions should be provided
Case 5 Lecturer in a teacher training college 20years of service Married Male	I completed MA in English medium but hardly had a chance to study psychology. I had problems in understanding students (teachers) behaviour and taking them under control. Therefore I thought of enrolling in the programme.	Delays in sending letters. Decentralization is good . Establish more regional centres and provide necessary facilities. Audio - video presentations will be useful	Small group discussions are important Lectures should be focused on practical situations . No need to repeat the modules at day schools. No incentive to attend day schools
Case 6 Asst: teacher in a pirivena school 11 years of service Graduate No training received Single Male	I learned how to teach by looking at my own teachers. I studied in a pirivena school. When I got my first appointment to the same school my teachers help me to adapt to new situation My colleagues encouraged me to enrol in this course. I find it interesting	Student support system should be improved. We want to know more about the institution and teachers A reliable way to solve our problems	Some lectures are interesting but some are not. We had a very incompetent tutor After informing to the OU about him we get a chance to work with another tutor. He is very helpful , He knows our requirements Tutor system is new but it is working very well

Appendix 14 (continued)

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Teaching practice	Assignments	Study groups	Other comments
Case 1 We have many problems in relation to TP. No proper co-ordination between the OU and Ministry of Education. Teachers have to follow two different lesson plans ; one for OU and one for the school. More time with an experienced teacher is very useful.	Assignments are not based on day to day classroom/school problems, Guide-lines are not clear. Small group discussions with a tutor will be very useful when an assignment is due. Reliable making system	In our school , four teachers are enroled in the programme. We always meet and discuss our problems. As a principal, I know the difficulty in studying while doing a full-time job therefore I am helping them to get the full benefit	Distance study is not very difficult but travelling always a problem, we travel a long distance to attend day schools, Hardly find time to read modules a weakly news letter discussing problems and answers is proposed
Case 2 We are half way through the programme but still haven't started TP. We are experienced teachers though we are not sure whether we are doing the right thing. Master teachers help is vital	Many teachers complaint about missing assignments. We mostly get a grade. It is not enough . Need more comments on our assignments	I discuss with my friends , we share our ideas. It improves our confidence If there is a procedure to monitor our work, it will be very useful.	Modules are very difficult to follow They are not written in a way to suit adult learners Make them simpler and smaller
Case 3 There should be a close relationship between master teachers and students (teachers) If they are not willing to listen to us how can we solve our problems	No one in the system monitor our progress. Many students spend a reasonable time on completing assignments but we get very little feedback.	No such opportunity to form groups I meet other students only at day schools I am alone in our rural schools We have limited facilities. No body is there to discuss our problems	Link between school and the OU is necessary. Inform principals about the programme and help us to get their support .They are not willing to give duty leave to attend day schools unless they are officially informed

Appendix 14 (continued)

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Teaching practice	Assignments	Study groups	Other comments
<p>Case 4</p> <p>This is the most important part. Still we haven't started TP. 10 weeks is enough if we are to provide more help and guidance. I can remember last year some of my colleagues had problems with their master teachers. Master teachers should be given a training to do their job properly. They have different views about teaching practice.</p>	<p>A better procedure to send assignments back. Marking is not reliable. Many complaint about the marking system. More constructive criticisms should be provided. We can't understand our strengths and weaknesses.</p>	<p>I have friends . We get together when we have problems. If I could enrol in a full -time course I might get more opportunities to meet other students. We feel confident when we talk with each other.</p>	<p>Attendance at schools not compulsory 4 assignments a year is reasonable My family problems will not affect my studies . I will be able to use new knowledge and skills to help with my child's education. Distance approach is convenient.</p>
<p>Case 5</p> <p>Arrangements should be made to do teaching practice in training colleagues. We were asked to find a school for our TP. That kind of training is not relevant to our job. We don't teach in schools. It is a waste of time.</p>	<p>Turn around time is high. More feedback will be very useful because that is the only way to know our progress in the programme. It will improve our motivation.</p>	<p>I don't get opportunities to meet other students. I discuss with other lecturers if I have problems. They are very helpful and helping me with my practical problems It is a great encouragement.</p>	<p>I am uncertain about the applicability of the course. The quality of the course should be improved.</p>
<p>Case 6</p> <p>Master teachers help is vital. We have many problem children in our classrooms. It is important to discuss our problems with an experienced teacher.</p>	<p>Send assignments back within a month.. with follow up comments. More flexible procedure to hand over assignments Model answers should be provided</p>	<p>No opportunity to meet fellow students. I appreciate my colleagues support They are willing to help me . Especially my principal is good. He encourages us to use new methods in our classrooms. Discusses day to day problems with us.</p>	<p>Distance study is the only possible way to continue my studies. We have full time tables at schools. My principal is aware of my requirements . So I have practical no problems but the situation is different in other schools. Teachers are over-burdened with their school duties.</p>

Appendix 14 (continued)

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Demographics	Importance of the course	OU administration	Instructional procedure (day schools/tutorials)
Case 7 Asst teacher Social studies 11 yrs service Graduate Married Female	I want to get a better salary and higher qualification. My salary is stagnated until I complete the diploma. This course is very useful for us. It improves our understanding about child behaviour. We will be able to get necessary skills at the end of course	Not much experience . Four months time is not enough to give a fare judgement. I know that many teachers completed PGDE with the OU .	I attended one day day school. I think , lecturers are better prepared and well organised Small group tutorials /workshops / group discussions should be provided in addition to lectures Increase the number of day schools
Case 8 Lecturer in a training college 11 yrs service Graduate MA Married Female	We didn't receive a proper training to go to school. We learned from others We didn't knew what was right and what was wrong. Psychology wasn't a subject in my MA course. Therefore I decided to enrol in this programme. I find the course interesting.	A better communication system is necessary. Many students have problems .They need more help and support.	Lectures are boring. We are old . we can't concentrate. What we need is discussions, small group tutorials. Many don't read modules before coming to day schools. If we were to participate in discussions, we could have read modules at least once .

Appendix 14 (continued)

PGDE programme as perceived by the OUSL students: summary of data from 8 student interviews

Teaching practice	Assignments	Study groups	Other comments
<p>Case 7</p> <p>I have no idea about TP. We are still at the beginning of the programme. It is important to have somebody to discuss our day to day problems More opportunities to observe model lessons</p>	<p>No library facilities. Difficult to find reference material We have to depend on modules I completed only one assignment and haven't got it back yet.</p>	<p>Many things new to us. If we are to provide necessary advice we can meet as small groups in time to time. We still don't know who is in the programme; who is close to us</p>	<p>Week days are not suitable for day schools. It is very difficult to get duty leave to come to day schools Our principles are unaware about the requirements of the programme. No incentive to attend tutorials.</p>
<p>Case 8</p> <p>Ten weeks time is not sufficient TP should start at the beginning of second year. We need more time to change our attitudes and to develop necessary skills. Support should be provided through out the second year.</p>	<p>Some assignments are boring. No practical orientation. We have to repeat the modules I like to meet new challenges I like to share my experiences</p>	<p>We have more informal meetings Maintain a very good relationship A good partnership . We don't feel alone. To discuss in a meaningful way we need more help and support from tutors/institution.</p>	<p>Library facilities, proper guide lines for assignments. Practical focus Reduce teaching-load when an assignment is due. Increase others awareness about the programme.</p>

Appendix 15

Table 1

Student views of their course : frequencies distributions for OUSL student population

Q: (A) Considering your own experience in the course , comment on the usefulness of the following services to your progress in the programme.

(B) Indicate the changes necessary to ensure a better service for future students.

1. Services related to OUSL administration

Related area	A.Happy with the existing conditions		B.changes/improvements are necessary	
	No of st:	%	No.of st:	%
1.1.0. Regional services	36	6.4	39	6.9
1.2.0. Administration	20	3.5	92	16.3
1.3.0. Support in general	15	2.7	47	8.3
1.4.0. Modules	8	1.4	3	0.5
1.6.0. Contact with tutor	8	1.4	50	8.9
1.7.0. Instructional procedure	6	1.1	21	3.8
1.8.8 Assignments	9	1.6	27	4.8
Total	102	18.1	279	49.5
Responded	381 (67.6%)			
Missing	183 (32.4%)			
Total no. of respondents	564			

continued

Appendix 15

Table 2

Student views of their course : frequencies distributions for OUSL student population

Q: (A) Considering your own experience in the course , comment on the usefulness of the following services to your progress in the programme.

(B) Indicate the changes necessary to ensure a better service for future students.

2. Services provided by the Education unit

Related area	A.Happy with the existing conditions		B.changes/improvements are necessary		%
	No of st:		No.of st:		
1.1.0. Support in general	37	6.6.	68	12.1	
1.2.0. Tutorials	29	5.2	67	11.9	
1.2.1. Quality of tutorials	12	2.1	29	5.1	
1.2.2. Number of tutorials	15	2.7	32	5.8	
1.2.3. Arrangements for tutorials	2	0.4	6	1.1	
1.3.0. Material	15	2.7	15	2.7	
1.3.1. General idea	6	1.1	7	1.2	
1.3.2. Specific subject areas	3	0.5	2	0.4	
1.3.3. Style	6	1.1	6	1.1	
1.4.0. Comments on assignment	11	2.0	22	3.9	
1.4.1. Quality of feedback	6	1.1	9	1.6	
1.4.2. Turn round time	5	0.9	8	1.4	
1.4.3. Marking			5	0.9	
1.5.0.Teaching practice	2	0.4	23	4.1	
1.6.0.Contact with tutor	10	1.8	30	5.3	
1.7.0.Contact with fellow students			4	0.7	
1.8.0. Contact with others			1	0.2	
Total (responded)	104	18.3	230	39.9	
Missing	236 (41.8%)				
Total no. of sample	564				

continued

Appendix 15

Table 3

Student views of their course : frequencies distributions for OUSL student population

Q:(A) Considering your own experience in the course , comment on the usefulness of the following services to your progress in the programme.

(B) Indicate the changes necessary to ensure a better service for future students.

3. Instructional procedure

Related area	A.Happy with the existing conditions		B changes/improvements are necessary	
	No of st:	%	No.of st:	%
1.1.0.Organization	37	6.6	46	8.2
1.1.1.Regional basis	8	1.4	9	1.6
1.1.2.Scheduling	12	2.1	16	2.8
1.1.3.Grouping	8	1.4	8	1.4
1.1.4.Other arrangements	9	1.6	13	2.3
1.2.0.Orientation	27	4.8	50	8.8
1.2.1.Students needs	10	1.8	33	5.9
1.2.2.Practical relevance	7	1.2	14	2.5
1.2.3.Subject areas	10	1.8	3	0.5
1.3.0.presentation	35	6.2	42	7.5
1.3.1.Quality of teaching	25	4.4	31	5.5
1.3.2.Quality of teachers	10	1.8	11	2.0
1.4.0.Interaction	52	9.2	112	19.9
1.4.1.Close interaction	16	2.8	60	10.6
1.4.2.Opportunities for interaction	36	6.4	52	9.2
1.5.0.Teaching practice	10	1.8	45	8.0
1.6.0.Comments on assignments	2	0.4	19	3.4
Total (Responded)	163	28.9	314	55.7
Missing	87 (15.4%)			
Total no. of sample	564			

continued

Appendix 15

Table 4

Student views of their course : frequencies distributions for OUSL student population

Q:(A) Considering your own experience in the course , comment on the usefulness of the following services to your progress in the programme.

(B) Indicate the changes necessary to ensure a better service for future students.

4. Supervision for Teaching Practice (TP)

Related area	A. Happy with the existing conditions		B changes/improvements are necessary	
	No of st:	%	No.of st:	%
1.1.0. Organization	44	7.8	39	8.6
1.1.1. Time for TP	32	5.7	17	3.0
1.1.1. Arrangements	10	1.8	2	2.1
1.1.3. Link with schools	2	0.4	20	3.5
1.2.0. Supervision	21	3.8	54	9.6
1.2.1. Quality of supervision	10	1.8	25	4.4
1.2.2. Personal qualities of supervisor	11	2.0	29	5.1
1.3.0. Techniques	46	8.2	132	23.4
1.3.1. Consider students needs	19	3.4	25	4.4
1.3.2. Methods for TP	6	1.1	20	3.5
1.3.3. Interaction	13	2.3	48	8.5
1.3.4. Personal help	8	1.4	39	6.9
Total (Responded)	111	19.7	225	39.9
1.4.0. No experience	95	16.8%		
Missing	133 (23.5%)			
Total no. of respondents	564			

continued

Appendix 15

Table 5

Student views of their course : frequencies distributions for OUSL student population

Q: (A) Considering your own experience in the course , comment on the usefulness of the following services to your progress in the programme.

(B) Indicate the changes necessary to ensure a better service for future students.

5. Assignments

Related area	A. Happy with the existing conditions		B changes/improvements are necessary	
	No of st:	%	No.of st:	%
1.0.Turn around time	12	2.1	26	4.6
2.0.Flexibility/dead lines	7	1.2	4	0.7
3.0.Feedback on assignments	69	12.2	99	17.6
4.0.Marking procedure	5	0.5	26	4.6
5.0.Guidance/model answers	6	1.1	27	4.8
5.0.Discussions/tutorials	21	3.7	66	11.7
6.0.Nature of assignments	1	0.2	13	2.3
Total (Responded)	121	21.5	261	46.3
Missing	182 (32.3%)			
Total no. of respondents	564			